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ABSTRACT

An inventory of business-linked charter schools operating in the United States was developed. The data collection methods used to develop the inventory were as follows: soliciting nominations from key contacts in each state having charter school legislation; comparing the nominations with lists of charter schools from selected state education department Web sites; identifying additional schools through personal contacts at a 1997 national charter schools conference; and searching the school profile database. A total of 77 business-linked charter schools were identified, and profiling of each school was initiated. To date, 59 summary profiles have been developed. The inventory established the existence of four broad types of career orientation at various business-linked charter schools: career preparation; career focus; career informed; and noncareer partnership. Six recurring themes identified during the inventory were explored in depth: (1) stages of school development and their implications for cross-fertilization; (2) adapting to the environment; (3) career path identification and choice; (4) customized design options; (5) variability of organizational structures; and (6) impact of state legislation on business-linked charter schools. (The bibliography contains 22 references. Appendixes, constituting approximately 50% of the document, contain an overview of the research methods and the 59 summary profile sheets.) (MN)

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An Inventory of Business-Linked Charter Schools

Prepared by:

Public Policy Associates,

National Alliance of Business,

and

Michigan Future, Inc.

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Introduction

This paper documents a key step in a larger project designed to develop technical assistance materials to help charter school developers, operators, and businesses build effective school-to-career programs. The project, which is funded by the U.S. Department of Education (ED), was developed in response to ED's Broad Area Announcement focusing on charter schools.[1] The specific contract, entitled "Building Connections and Competencies: Ensuring Youth Success Through Business-Linked Charter Schools," was funded by ED in Category #3.[2]

The Business-Linked Charter Schools[3] project is a collaborative venture between Public Policy Associates (PPA), the National Alliance of Business (NAB), and Michigan Future, Inc. (MFI). PPA currently provides technical assistance, development, and evaluation services to school-to-work program developers in communities around the country. NAB is a highly regarded, business-led, nonprofit corporation dedicated to building a quality workforce that meets the needs of employers. MFI is a nonprofit citizens' organization that has developed a model coalition comprised of four business-linked charter schools. MFI offers unique insights into the practical work of developing and running business-linked charter schools. The project team is well positioned to engage the business community to develop charter schools that will benefit all youth in their communities.

The primary objective of the project is to support successful development of business-linked charter schools. To do so requires the development of a new body of knowledge regarding factors for success in development and operation of business-linked charter schools and to field test a set of tools that use this knowledge. The project consists of two phases. In Phase One, the project team is developing the informational context and customized tools and information that supports "best practices" in business-linked charter schools. In Phase Two, the researchers will field test outreach efforts, improve materials and processes, and build the capacity of organizations developing, or interested in developing, business-linked charter schools.

Phase One of the study consists of several interrelated parts: 1) the development of a knowledge base about existing business-linked charter schools, 2) a review of the existing literature on effective school-to-career programming serving disadvantaged youth, 3) detailed case studies of selected charter school programs, and 4) the development of an array of resource materials designed to assist business groups and intermediary community organizations interested in developing their own charter schools.

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[1] RFP 97-008 Broad Area Announcement: Charter School Research and Development Projects.

[2] Category 3: Development and field testing of a model outreach program designed to attract community institutions or such key participants as parents, teachers, and principals into founding and operating charter schools.

[3] "Business-linked charter schools" are defined as those that are developed in partnership with an employer network as the major focus and resource for the new learning regime for young people.

This report summarizes the first stage of Phase One—the development of an inventory of business-linked charter schools. This inventory will serve as the basis for a communications and networking resource for current program operators. It also forms a beginning point for development of both case studies of best practice and a learning network among new and emerging industry-linked charter schools.

The research method used to develop the inventory began with the development of a list of business-linked charter schools. Nominations came from a variety of sources including state-level charter school officials, U.S. Department of Education staff members, and the "uscharterschools" web site. Additional information about each school came from written documents, individual school web sites, and other sources. This information was used to develop a profile for each business-linked charter school. For a full discussion of the methodology used to develop school profiles, see Appendix A of this report.

Organization of the Report

This report is presented in five sections.

Section One sets the federal and state policy context for a study of business-linked charter schools, including an overview of the STW federal legislation and its impact on the development of state- and local-level career preparation systems.

Section Two presents a typology to guide the development of an inventory of existing business-linked charter schools.

Section Three presents key findings organized by career preparation orientation.

Section Four presents key findings organized as discussions of recurring themes.

Section Five describes the structure of summary profile sheets for each school in the inventory.

Appendix A includes summary profiles for each school.
Appendix B describes the method used to develop school profiles.

Section One: STWOA and Charter Schools

This section presents a general overview of federal and state initiatives intended to stimulate school-to-work system development. It includes a discussion of a possible role for charter schools in sustaining and expanding the school-to-work and related reform initiatives that focus on career preparation and work-based learning strategies.

The Federal and State Policy Context

The School-to-Work Opportunities Act (STWOA) authorized the U.S. Department of Education and the U.S. Department of Labor to give states grants for building school-to-work transition systems for all students. It established the following three central components of a career development system:

- School-based learning about work and careers
- Work-based learning experiences
- Connecting activities that link student experiences in school with those in the workplace

The act also required broad-based partnerships among schools, businesses, and other stakeholders at the state and local levels to facilitate the creation of STW systems.

Passage of STWOA set in motion a broad array of STW system building initiatives as all states received planning grants in 1994. A survey conducted by the National Governor's Association in the Spring of 1995 showed that eight states (Kentucky, Maine, Massachusetts, Michigan, New Jersey, New York, Oregon, and Wisconsin) also received five-year implementation grants that year.[4] As of the spring of 1997, 37 states and more than 1,000 communities had received funding for implementation of school- and work-based components of STW.[5]

One of the distinguishing features of STW is the focus on achieving meaningful employer involvement in the development, implementation, oversight, and assessment of state and local school-to-work systems and programs.[6] States have used different strategies to reach out to employers, including the following:

- Employer-to-employer outreach
- Local and regional forums

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[4] *State Progress in School-To-Work System Development, Employment and Social Services Policy Studies Division* (http://www.stw.ed.gov/products/prpog/progress.htm).

[5] 1998 is the fourth year of the act's seven year life span. Federal investment ceases when the Act sunsets on October 1, 2001. See also 1997 Report to Congress : (http://www.stw.ed.gov/congres1/exsum.htm#sum).

[6] *State Progress in School-to-Work.*(http://www.stw.ed.gov/products/prpog/progress.htm).

- Intermediary organizations [for example, Chambers of Commerce, Industry and Trade associations, labor organizations, and private industry councils (PICs) established under the federal Job Training Partnership Act (JTPA)]
- Direct appeals by state governors[7]

Despite these strategies, the 1995 NGA study reported that STW planners viewed maintaining meaningful employer involvement as one of the most difficult challenges they faced.

In an effort to link STW and state economic development initiatives, several states designed employer outreach strategies targeting specific industry sectors or clusters including manufacturing, medical/health-related, hospitality, electronics, technology, plastics, and others. In general, the response of the business community was positive, with large corporations as well as medium and small businesses participating. However, other factors, including workers' compensation and liability issues, the lack of organized labor support, and a desire to hire older, experienced workers created barriers to full employer involvement.[8]

State-level efforts to overcome these barriers have focused on the development of employer incentive systems including the creation of "shell corporations,"[9] financial incentives such as tax credits designed to reduce employers' training costs, vouchers to support employer training of STW participants, and statutory and regulatory exemptions. A number of states, including Illinois, Louisiana, New York, Oregon, and Washington, devised mechanisms to waive state regulations that impeded implementation. But other states reported that state education and/or training regulations (graduation requirements, fiscal constraints on categorical fund allocations, teacher certification requirements, etc.) were more serious obstacles to implementation at the local level.[10]

The STWOA, through its provision of flexible funding and technical assistance, was successful in stimulating the development of an infrastructure to support school-to-work programs. Yet the real challenge lay in actual implementation in local school districts. There is a growing body of literature documenting the "best practices" from local programs now operating in the United States, including initiatives that were created before the national school-to-work system was conceived.[11] Recent reports highlighting these experiences provide valuable insight into the complexity of designing and implementing effective school-to-work programs and related reform initiatives that focus on career preparation and work-based learning strategies.[12] Some schools have enjoyed great success. However, their collective experience suggests that, in order to create and sustain these efforts, implementers must struggle with the reality of working within an educational system that is highly bureaucratized, resistant to change, and somewhat skeptical about the use of contextual and work-based learning techniques in academic/college-prep courses.

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[7] National Governor's Association 1995 Survey on State Progress in School to Work System Development.

[8] Ibid.

[9] "Shell corporations" are corporate entities created specifically to serve as the legal employer of STW participants.

[10] The survey findings also suggested that most states were uncertain about how the education and career development needs of at-risk youth and dropouts would be served by the STW system, particularly in view of the fact that JTPA Title II-C funds were being cut. Alternative schools, adult basic education, high school equivalency programs, and one-stop career centers emerged as options.

[11] Pedraza, R., Pauly E. and Kopp, H. *Home Grown Progress: The Evolution of Innovative School-to-Work Programs*. MDRC: September 1997. A comprehensive review of these "best practices" will be presented as a future deliverable of the "Business-Linked Charter School" contract.

School-to-work, along with related reform initiatives that focus on career preparation and work-based learning strategies, attempts to bring about significant changes in established patterns of instructional practice.[13] As systemic reform initiatives, they challenge fundamental assumptions about how schools operate and how students learn. Studies that document the successful implementation of school-to-career programs have also exposed the challenges inherent in attempting to implement these programs. Those challenges can be summarized in four broad categories.

- *Scheduling problems*—including teacher collective bargaining agreements on staffing rules, factionalized faculties, state and district rules on required courses, graduation requirements, and seat time in required courses programs—have been major impediments to implementation.
- *Changes in pedagogy*—including the introduction of integrated and context-based instructional strategies and work-based learning models—have been met with *resistance by career teachers who have a high level of personal and professional investment in traditional teaching methods* and few contractual incentives to change.
- *Attempts to disseminate curriculum innovations* and related professional development requirements have exposed a deeply rooted, *pre-existing bias that does not distinguish between sophisticated career preparation system development initiatives and vocational education courses* designed for non-academic track students.
- *Community and parental resistance* to the use of context-based and integrated instructional strategies has occurred, as those strategies are perceived as compromising academic rigor or threatening free choice.

The STWOA has been effective in terms of stimulating interest in the development of an infrastructure to reform public education along business and community partnership interests. However, until recently, the prospects for fundamental and sustained change at the local district level appeared limited. The STWOA succeeded in capturing the collective attention of business community interest in educational reform, mobilizing an extraordinary bias in favor of systemic changes in curriculum design and instructional practice. However, if the mobilization of that bias is to be sustained, creative strategies for overcoming barriers to local implementation are essential. This year is the fourth of the act's seven-year life span. Federal investment ceases when the act sunsets on October 1, 2001. Time is of the essence.

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[12] Goldberger, S., Kazis, R., and O'Flanagan, M. *"Learning Through Work: Designing and Implementing A Quality Worksite Learning for High School Students,"* MDRC/Jobs for the Future. January 1994.

[13] Olson, Lynn, *The School to Work Revolution*, (Reading, MA: Addison Wesley) 1997.

Charter Schools

Charter schools are a rapidly growing, community-based, school reform initiative. They are based on the premise that meaningful school reform can best be achieved in an environment free of bureaucratic constraints. A charter school is an autonomous entity that operates on the basis of a charter, or contract, between an individual or group that organizes the school (teachers, parents, businesses, community organizations, etc.) and its sponsor (a local school board, state board of education, or community college/university). Charter schools are aimed toward families who place a high value on education and believe that existing public school options do not meet the educational needs of their children. They are grassroots initiatives intended to provide those families with a choice among competing educational alternatives. Often exempt from certain district, state, and union regulations and requirements, charter schools assume responsibility for site-based decision- making. In exchange, charter schools are held accountable for student performance.[14] As long as a school meets the terms of its charter, it is free from many of the rules and regulations that apply to other public schools.[15] However, unlike traditional public schools, if the school fails to meet the terms of the charter, the charter can be revoked, and the school will be closed.

The charter school movement is generally traced back to 1991, when Minnesota became the first state to enact a charter school law.[16] California passed similar legislation in 1992, and Colorado, Massachusetts, Michigan, Wisconsin, New Mexico, and Georgia soon followed. At last count, 30 states have enacted charter school laws, and many others were actively considering similar legislation.[17] The census of charter schools has grown rapidly. By the fall of 1997, more than 750 charter schools had been established, with many more in the planning stages. If development activities continue according to plan, the census of charter schools may reach an ambitious goal of over 2000 schools by the year 2000.[18]

While the charter school movement has enjoyed bi-partisan support at both the federal and state level, educators have been slow to embrace it because it challenges fundamental notions about how public schools are organized.[19] The business community had always existed in a competitive environment—public schools did not. To ensure long-term survival, businesses had to monitor and react to market forces—public schools did not. Charter schools have introduced a new and potentially powerful concept into the language of educational reform: competition.[20]

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[14] Berlein, L. "The Charter School Movement." In Ravitch, D. and Viteritti (eds.) *New Schools for a New Century*, p. 37-60.

[15] As public institutions, charter schools may not discriminate on the basis of race, ethnicity, disability, religion, etc.

[16] The origins of the movement can be traced even further back to 1985 and a California alternative education association effort to give teachers the power to establish public schools. Berlein, p. 39-40.

[17] Center for Education Reform: Charter School Legislation: State Rankings. (http://edreform.com/laws/ranking.htm#Strong)

[18] Secretary Riley's speech at the National Charter School Conference, Washington, DC, November 1997.

[19] Republican legislators favor the concept because of its free market and choice components, and democrats are attracted to the empowerment aspect. Osborne,D. and T. Gaebler, T. *Reinventing Government*. (Plume: New York, NY), 1992.

For employers and business organizations committed to the STW agenda, charter schools may represent an alternative vehicle for advancing that agenda. The independence, flexibility, and choice inherent in a charter could provide a means of overcoming many of the implementation challenges that have limited the success of STW efforts.

Section Summary

The preceding section began with a brief overview of the School-to-Work Opportunities Act (STWOA): a federally initiated, educational reform strategy intended to stimulate the development of an infrastructure to support state-level reform of public education along business and community partnership interests. The STWOA established three central components of a career development system—including, school-based learning, work-based learning, and connecting activities designed to link student experiences in school with those in the workplace. States received federal STWOA funds to increase employer involvement in the development, implementation, and oversight of state and local school-to-work systems. The STWOA has been effective in terms of stimulating employer interest in school-to-work as a comprehensive, state-level reform strategy.

However, studies that document the successful implementation of selected local school-to-work programs, and related reform initiatives that focus on career preparation and work-based learning strategies, have also exposed implementation problems. These problems raise questions about the long-term survival of school-to career programs. The focus of Goals 2000, the standards movement, and related national reform efforts have made the case for learning in context, particularly career contexts. Charter schools are schools of choice. Because they operate as autonomous entities exempt from many district, state, and union regulations and requirements, they may provide an attractive alternative setting for the continued development and expansion of school-to-career reform initiatives.

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[20] Padden, Jeffrey D. "Market-Based Education: The New Game Has Begun," *Education Week*, Vol. XVI, Number 15, December 11, 1996.

Section Two: Typology

Section One set the federal and state policy context for a study of business-linked charter schools. This section will describe the structure and purpose of a typology that was created to guide the development of an inventory of existing business-linked charter schools.

Purpose

The project team sought to identify and examine a diverse group of business-linked charter schools whose programs were expected to represent a potentially broad range of innovative school-to-career approaches. The goal was to develop an initial inventory of business-linked charter schools that would allow the project team to:

- identify the key purposes charter school operators sought to serve through linkages with the business community,
- describe the key elements of those linkages, and
- organize the various goals that businesses had and the methods by which they were trying to achieve them.

Typology Elements

Based on a review of "best practices" drawn from the literature, the project team identified the following six distinctive elements of successful initiatives that could be used to guide comparative analysis of individual schools:

- Defining Purpose
- Learning Standard
- Curriculum
- Worksite Learning
- Governance
- Career Purpose

Together, these elements capture the nature of engagement in the development, design, operation, and assessment of business-linked charter schools. Each element addresses key questions about a school and its relationship with its business partners.

Defining Purpose:
What is the core mission of the school?

Research suggests that a school with a mission to prepare students for careers demands an intense relationship with businesses and is defined by that relationship. Often, these intensive school-to-career programs are so demanding—in terms of the guidance employers must provide and the time required of students and employers—that they have been developed to serve relatively small populations.[21] Schools then vary in the nature and intensity of the relationship as they serve other educational purposes and often broader populations of students.

This element arrays charter schools from those whose *mission is to prepare and train new entrants to a particular industry* to those *designed to help students succeed academically by enriching learning with employer contexts, relationships, and activities* to those where a particular *educational mission is helped by business resources* (financial support, computers, legal advice, or other support). There is a broad array of possibilities and permutations in between these purposes.

Learning Standard:
What is the learning standard students are being asked to meet? Is it an academic standard? Is it uniquely derived by the school or the state? Are students also asked to meet industry specific learning standards (for example, competencies or credentials that validate particular work-related or occupation skills)?

Some schools seek to marry high academic content mastery with industry specific skills and competencies. Tests and credentials are derived accordingly. Some schools will seek to integrate academic content mastery with the "new basic skills" demanded by the work world (problem solving, teamwork, etc.).[22]

This element arrays charter schools from those that are *business competency and credential driven* to those that *marry business competencies with academic competencies* to those that are focused on *learning standards uninformed by business competencies*.

Curriculum:
Is the curriculum developed to meet the learning standards specified? What is the source of the curriculum? To what extent does it incorporate contextual and experiential learning from partners in the business community? Is the core curriculum developed to integrate disciplines around an industry or business theme or context? Or does it segment traditional academic subjects from a work-related context?

This element arrays charter schools from those with a *strong business oriented multi-disciplinary curriculum* to those that *blend work world contexts and projects* to those that teach a *conventional academic curriculum*.

Worksite Learning:
What is the nature and degree of structured worksite learning? How are jobs and work opportunities integrated into the learning program?

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[21] Pedraza, et. al., *Home Grown Progress*.

[22] Murnane, Richard J. and Levy, Frank. *Teaching the New Basic Skills*. New York: The Free Press, 1996

Research continues to show that student motivation and achievement increase when structured job and work-based learning is incorporated into a learning program with business linkages.[23] The benefits from the mentoring and informal network of adults involved in students' lives has also been clearly demonstrated. Business-linked charter schools will vary in the degree to which they incorporate structured work-site learning and/or jobs and job guarantees into their program.

This element arrays charter schools from those that provide *strong, structured, work-based learning and jobs* to those that provide *intermittent or weakly linked workplace opportunities* to those that provide *no workplace learning and work opportunities.*

Governance Model:
Do business partners participate in decision-making, or do they merely advise? Are charter school educators looking for business people to drive and inform learning standards, curriculum, and content? Are they looking for them to provide worksite learning opportunities, staff help, day-on-the-job opportunities, career information, field trips, money, or political blessing?

The business community has often been sought after to provide input to school management and content. The nature of this input varies with the goals of both the educators and the business people involved. Business leaders and staff may be involved in governance because they want the school to deliver future workers, certain academic outcomes, or merely because they want to be involved corporate citizens in the community.

This element arrays charter schools by the purpose and intensity of business governance and direction: from *guiding governance* (business driving the academic program goals and standards, including strong workplace interactions) to *advisory governance* (advising on content and curriculum and offering limited workplace interactions) to *resource governance* (providing selected resources including texts, materials, visitations, etc.) to *functional governance* (money, legal advice, business management advice, and political support).

Career Purpose:
To what degree are career decision-making, exposure to the work world, and decision-making support (career information, career guidance) incorporated into the learning program?

This element focuses on the nature and orientation of career-related information and activities. Schools that exploit business linkages to provide a rich motivating environment of career-related opportunity and insight succeed in engaging students in learning and identifying next steps towards career- and skill-building.

This element arrays charter schools from those where the school itself is a tentative *career decision* to those that seek to foster a particular career direction to those that merely provide *exposure or modest awareness* activities.

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[23] Kazis, R. and H. Koop, *Both Sides Now.*

Archetypes

The typology was designed to capture the above elements relative to charter school business linkage, arraying each element from "more intense" to "less intense" business engagement. This led to the identification of four broad school-to-career approaches, or archetypes, which were used to tie the scaled intensity approach to understanding business linkage with established school-to-career practices. These four archetypes are identified as follows:

- Apprenticeships/Career Major
- Career Academies/Tech Prep
- Theme-School/Project-based Learning
- Adopt a School/School Business Partnerships

Each archetype represented a distinctive approach to structuring the learning environment:

Apprenticeships/Career Majors: Apprenticeships are focused on students mastering demonstrable competencies in a particular career field. The workplace serves as a learning environment. Career Major students are placed in paid employment settings and work closely with an expert adult mentor who teaches both job related and general employability skills. Classroom vocational instruction integrates academic and vocational learning, with an occupational credential earned upon graduation.

Career Academies/Tech Prep: Career Academies and related career pathways integrate academic learning with the study of a specific industry and related careers. The academic curriculum draws from specific occupational fields and includes hands-on, team projects, internships, etc. Tech Prep initiatives emphasize technology-related instruction and include hands-on applications of workplace problems. Tech Prep connects the last two years of high school with two-year community college programs leading towards an Associates Degree.

Theme School/Project-based: Theme Schools seek to improve learning outcomes through the use of highly integrated, context-based instructional strategies. Content-based lessons are embedded in workplace-based thematic units. Students are exposed to the concepts and knowledge base used in workplace settings.

Adopt a School/School Business Partnerships: Adopt a School/School-Business Partnerships support the development and continued operation of schools through provision of learning materials and activities and donations of products and services. However, students have limited exposure to career information and no ongoing workplace interaction.

The project team viewed these archetypes as a starting point for understanding how a scaled intensity approach to understanding business linkage might connect with established school-to-career practices.

Revised Typology

The project team anticipated that changes in the typology might become necessary as the actual landscape of business-linked charter schools was sketched through school profiles. As expected, these profiles demonstrated great diversity and scope in terms of business linkage. While some schools were close to being "pure" archetypes, many incorporated features of more than one archetype. The typology elements were useful as tools for arraying schools from "more intense" to "less intense" business engagements. However, due to the variation within each cluster of schools, specific archetypes were not always accurate descriptors. Consequently, a decision was made to revise the typology to reflect the variation within each cluster.

The research team identified four broad types of career orientation that more accurately captured the diversity of approaches within each cluster. These are arrayed according to intensity of business engagement.

- **Career-Preparation:** This cluster of schools has a strong industry focus, with emphasis placed on preparing students for specific careers linked to occupational certifications and credentials.

- **Career-Focus:** This cluster of schools focuses on preparing students for careers within occupational groups and/or industry sectors and are linked to internships and other work-based learning experiences.

- **Career-Informed:** This cluster of schools promotes educational achievement and lifelong learning through the use of context-based instruction and experiential learning.

- **Non-Career Partnership:** This cluster of schools receives goods, services, and/or technical expertise from business partners. However, the business relationship does not influence the program learning standards, provide worksite linkages, career information, or opportunities for employer guidance and governance at meaningful levels.

The resulting typology is summarized below.

TYPOLOGY OF BUSINESS-LINKED CHARTER SCHOOLS

Intensity of Business Involvement		Career Orientation
Intense	• **Defining Purpose:** Prepare young people for jobs • **Learning Standard:** Business competency and credential-driven • **Curriculum:** Business-driven multi-disciplinary curriculum • **Worksite Learning:** Work-based learning and jobs integrated • **Governance Model:** Guiding Governance • **Career Purpose:** Career Decision	**Career Preparation** (e.g., Job/ Occupation Credentials, Certifications)
↕	• **Defining Purpose:** Improve learning and job prospects • **Learning Standard:** Business focus as learning text for academic + occupational competencies • **Curriculum:** Business-informed curriculum • **Worksite Learning:** Applied learning/ internships/job exposure • **Governance Model:** Advisory Governance • **Career Purpose:** Career Direction	**Career Focus** (e.g. Career Academy Tech Prep, Career Major)
	• **Defining Purpose:** Improve learning through experiential and contextual business links • **Learning Standard:** Learning standards blends some work world elements • **Curriculum:** Academic Curriculum with contextual/project learning • **Worksite Learning:** Field visits and employer exposures • **Governance Model:** Resource Governance • **Career Purpose:** Career Exposure	**Career Informed** (e.g., Project-Based Learning, Theme School)
Not Intense	• **Defining Purpose:** Academic achievement or other purpose • **Learning Standard:** Traditional academic or other learning standard • **Curriculum:** Academic Curriculum • **Worksite Learning:** No ongoing workplace interaction • **Governance Model:** Functional/Resource Governance • **Career Purpose:** Career Awareness	**Non-Career Partnership** (e.g., Adopt a School School/Business Partnership)

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Business-linked charter schools that fall at the bottom of the continuum—in which business partnerships do not meaningfully guide or inform the learning program—are outside the focus of this project. There are schools that fall in this area, but if the business linkage does not influence the goals of the school; inform learning standards, texts, and curriculum; or provide worksite linkages, career information, and opportunities for employer guidance and governance at meaningful levels; then the business linkage adds little substantial value to the learning regime.

Section Summary

The preceding section described the structure, purpose, and evolution of a typology that was created to guide the development of an inventory of existing business-linked charter schools. Six distinctive elements of program design were identified. Each element was defined on a continuum from "more intense" to" less intense" and arrayed according to intensity of business linkage. This led to the identification of four broad school-to-career approaches that were used to tie the scaled intensity approach to understanding business linkage with established school-to-career practices. The typology was subsequently modified to reflect the variation in the actual landscape of business-linked charter schools, which became apparent as profiles of schools were developed.

The next section presents key findings.

Section Three: Key Findings

Section Two described the content, structure, purpose, and evolution of a typology that was created to guide the development of a comprehensive inventory of existing business-linked charter schools. In this section, key findings are presented. Findings are clustered by type of career orientation, using the experiences of individual schools to illustrate key similarities and differences among sites within each cluster. A listing of business-linked charter schools, including a summary profile sheet for each school, can be found in Appendix B of this report.

Career-Preparation

This cluster of schools has a strong industry focus with emphasis placed on preparing students for specific careers linked to occupational certifications and credentials.

Charter schools in this cluster include:
Academy for Plastics Manufacturing & Technology, Port Huron, MI
Academy for Technology & Enterprise, Saginaw, MI
Heart Academy, Detroit, MI
Livingston Technical Academy, Howell, MI
Michigan Automotive Academy, Taylor, MI
Michigan Health Academy, Detroit, MI

Discussion

The concentration of trade academies found in the State of Michigan grew out of the individual state policy context. A constellation of forces, including school finance reform legislation,[24] recently enacted charter school legislation,[25] high level political support for the development of trade academies,[26] and the provision of planning grant funds specifically targeted to the development of trade academies[27] created an environment that fueled the development of several highly intense, business-linked charter schools.

In a 1995 "State of the State" speech, John Engler, the Governor of Michigan, made a call to leaders in the business community to join in the development of trade academies dedicated to preparing students for high-tech, high-skill jobs of the future. Calling the quality of manufactured products a determining factor in the success of a business, and a quality workforce a determining factor in the success of the state,[28] the Governor asked the business community to develop, lead and direct special trade-oriented charter schools to prepare students for the workforce of the 21st Century.

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[24] NCREL *"Funding Crisis Forces Action in Michigan,"* Policy Seminar. Winter 1994. http://www.ncrel.org/ncrel/sdrs/areas/issues/envrnmnt/go/94-wintr.htm

[25] Central Michigan University, *Charter Schools: Michigan's Charter School Legislation,"* http://charter.ehhs.cmich.edu/docs/charterx.txt.

[26] John Engler, *State of the State Speech 1995* http://www.migov.state.mi.us/speeches/sos1995.html.

[27] John Engler, *"Businesses, Trade Academy Charter Schools, and School-to-Work,"* Michigan Chamber of Commerce, http://www.michamber.com/publication/michigan_forward/9508mf/charter.html; Michigan Jobs Commission, *"Trade Academies,"* http://www.state.mi.us/mjc/ceo/employ/acadfaz.htm.

According to the Michigan Jobs Commission, the state agency responsible for managing the planning grant program that was created to support the development of Michigan trade academies,[29] industry-led trade academies specialize in preparing high school students for careers in high-skill, high-wage careers ranging from manufacturing to finance, health and other high-skilled business sectors. The trade academies integrate school-based (academic) learning with work-based (occupational) learning through employer-designed curriculum, employer-developed occupational skill standards and applied use of academics.[30]

The seed money provided by the Michigan Jobs Commission supported the development of several trade academies, including Livingston Technical Academy and the Academy for Plastics Manufacturing & Technology which appear to be the most tightly linked, school-business partnership examples identified in this study. The schools' highly intense linkages to the manufacturing community shape virtually all aspects of the school design, operation, and performance evaluation. Both schools view the development of a credentialing process as a high priority component in their strategic planning process. The plastics manufacturing industry's education committee is currently developing industry standard certificates and national standards, and several committee members who reside in the Port Huron area are actively involved in the school's governance. Livingston's credentialing efforts are informed by national skill standards, skill lists, and information from a local community college. Both schools place a heavy emphasis on assessing student performance including academic achievement and employability skills.

The Academy for Technology & Enterprise shares the intensity of career focus of Livingston Technical Academy and the Academy for Plastics Manufacturing and provides students with specific career path choices. It is not, however, as closely aligned with a specific industry or industry cluster.

The remaining schools in this category (Heart Academy, Michigan Health Academy, and Michigan Automotive Academy) are distinguished by the degree to which students are immersed in a learning context designed to simulate an actual work environment. They use this instructional strategy to simulate workplace behavior expectations and skill set requirements.

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[28] Engler, "*Businesses, Trade Academy Charter Schools, and School-to-Work*," p. 2.

[29] Truscott, J. "*Governor Announces Grant to Establish Healthcare Careers Academy for High School Students*, Press Release, February 11, 1997. http://www.migov.state.mi.us/prs/9702/HealthTdAcademy.html.

[30] Michigan Jobs Commission, *Trade Academies*, p. 1.

Career-Focus

This cluster of schools focuses on preparing students for careers within occupational groups and/or industry sectors linked to internships and other work-based learning experiences.

Charter schools in this cluster include:
Academy of Health and Science, Grand Rapids, MI
Affiliated Alternatives, Madison, WI
Arizona Agribusiness and Equine Center, Phoenix, AZ
Arizona Career Academy, Mesa and Tempe, AZ
Beaver Dam Charter School, Beaver Dam, WI
Broad Horizons Educational Charter, Portales, NM
Charter School of Wilmington, Wilmington, DE
City Academy, St. Paul, MN
Detroit School of Industrial Arts, Detroit, MI
East Bay Conservation Corporation, Oakland, CA
EXCEL High School, Lake Havasu, AZ
GateWay Community High School, Phoenix, AZ
Greyhills Academy High School, Tuba City, AZ
Intelli-School, Phoenix, AZ
Minnesota Transitions Charter School, Minneapolis, MN
New Directions Institute, Pontiac, MI
Northern Arizona Academy for Career Development, Show Low, Taylor and Winslow, AZ
Perspectives Charter School, Chicago, IL
Primeria Alta School District #24, Nogales, AZ
Renaissance Charter School, Irving, TX
Skills for Tomorrow Charter High School, Minneapolis, MN
Western Michigan Academy for Hospitality Services, Grand Rapids, MI

Discussion

These schools are slightly less intense in their connection to industry but are still highly committed to helping students think in terms of developing a specific career focus.

Arizona Agribusiness and Equine Center, Detroit School of Industrial Arts, EXCEL High School, Greyhills Academy, New Directions Institute, Northern Arizona Academy for Career Development, Broad Horizons Educational Charter, Primeria Alta #24, Western Michigan Academy for Hospitality Services, Minnesota Transitions Charter School, Renaissance Charter School and the Academy for Health and Science are all intended to prepare students for careers within specific industry clusters or groupings found in the communities in which the schools are located.

These schools emphasize the importance of developing specific job related skill sets and, in some instances, offer certifications in selected areas. Employers are involved in setting learning standards and their opinions about the school's performance are actively sought. However, business partners tend to play a somewhat less intense role in school governance and are somewhat less likely to offer internship opportunities to students. The Academy of Health and Sciences appears to moving in the direction of developing a specific career cluster focus with related internship experiences, but is in an earlier stage of development and had not implemented these plans at the time this study was conducted.

In small town and rural settings, including Broad Horizons, Northern Arizona Academy, and Primeria Alta, finding meaningful internship opportunities is even more difficult. Military career options were more common for students in these schools than others that were profiled.

Several career academies were focusing on meeting the needs of a hardest to serve population of students, including Affiliated Alternatives, Beaver Dam Charter School, East Bay Conservation Corp, New Directions Institute, Broad Horizons, and Western Michigan Academy for Hospitality Services. New Direction's highly structured and intimate setting was designed to meet many of the educational needs of the juvenile offenders referred there through the court system. Broad Horizons serves a large proportion of students from a reintegration center for juvenile offenders. New Directions and Broad Horizons involved local service agencies to support and assist in meeting the personal and social adjustment needs of these students. Affiliated Alternatives created an alternative career development sequence to help students gradually adjust to the social and personal responsibility demands of the workplace. Beaver Dam selected faculty around the specific needs of at-risk youth, integrating information from national conferences about the specific needs of this population. East Bay incorporates academics, service learning, and paid internships in an attempt to "reclaim" unemployed urban youth ages 18-24.

Several schools take advantage of their proximity to local community colleges, encouraging students to enroll in courses and receive dual credit. Greyhills Academy, Northern Arizona Academy, Broad Horizons, and Intelli-School offer this tech prep component as a career preparation option rather than a fundamental organizing principle of their school curriculum. GateWay Community High School includes it as a requirement.

Other schools including City Academy, Skills for Tomorrow Charter High School, Elise P. Buckingham Charter School, and Perspectives Charter School approach the concept of career focus from a more developmental, individually customized perspective. Rather than targeting specific industries or job clusters, these schools strive to help each student identify areas of career interest, explore career options, identify a career direction, and make a career decision. In contrast with many other business-linked schools, these tend to recruit business partners only when needed to fill and/or build upon a student's specific career interest.

The Charter School of Wilmington is distinguished by the high degree of corporate involvement in the initiation and governance of the school. In comparison to other schools in this category, there appears to be somewhat more emphasis placed on long-range career planning and somewhat less emphasis placed on specific career path decisions.

Career-Informed

This cluster of schools focuses on promoting educational achievement and lifelong learning through the use of context-based instruction and experiential learning.

Charter Schools in this Category Include:
Academy for Applied Training, Sarasota, FL
Ancestors Community Charter High School, Waterbury, CT
Appleton Central Alternative School, Appleton, WI
Carmel Community Integrated Arts, Chandler, AZ
City on a Hill Charter School, Boston, MA
Community Prep School, Colorado Springs, CO
Deerfield Alternative Charter School, Deerfield, WI
Elise P. Buckingham Charter School, Vacaville, CA
Escambia Charter School, Pensacola, FL
Excel Education Centers, Inc., Prescott, AZ
Explorations, Winsted, CT
Flagstaff Arts & Leadership Academy, Flagstaff, AZ
Henry Ford Academy, Dearborn, MI
International Commerce Institute, Phoenix, AZ
Kern 2000 Academy, Bakersfield, CA
One-Stop Multiservice Charter, McAllen, TX
Palisades Charter High School & Math, Science & Technology Magnet, Pacific Palisades, CA
Payson Center for Success, Payson, AZ
P.P.E.P. TEC Charter High Schools, Tucson, AZ
Sports Sciences Academy, Hartford, CT
Sussex County Charter School for Technology, Sparta, NJ
Takotna Training Center/Charter School, Takotna, AK
T.E.A.M.S. Charter School, Stevens Point, WI

Discussion

Project-based and contextual learning strategies appeal to the educational interests of a broad range of students. Most of the schools in this cluster make theme-based instruction and/or context-based business projects central to their educational mission. The tremendous diversity of students served by these schools lends support to the theory that context-based instruction is an effective teaching tool for all learners. This includes those at-risk (Deerfield Alternative, Beaver Dam, Takotna Training Center/Charter School, T.E.A.M.S., Sussex County Charter School for Technology), the general population (City on a Hill, Community Integrated Arts, Explorations, Flagstaff Arts & Leadership Academy, Henry Ford, Sport Sciences Academy, Sussex County Charter School for Technology), and special education populations (Academy for Applied Training). The defining purpose of these schools tends to be stated in more general and global terms.

Even though all the schools in this cluster share a common instructional strategy, there remain some key differences in the degree to which that strategy is incorporated into the school day activities. The group of schools described above tends to incorporate context-based instruction on a broader scale. A second group of schools—including Ancestors Community Charter High School, Kern Workforce 2000 Academy, and Elise P. Buckingham—include context-based instruction as one of several strategies used to improve student learning.

Schools in a third group—including Appleton Central Alternative School, Escambia, P.P.E.P. TEC, Excel, International Commerce Institute, One-Stop Multiservice Charter, Community Prep School and Payson Center for Success—do not use context-based instruction. Instead, they strive to help students discover the relevance of schooling to their daily lives through guided and individualized instruction, hands-on experiences, and shared-inquiry. Work-based learning activities tend to be less developed at these schools with a relatively limited link between classroom instruction and work-based experience. The curriculum may be informed by general knowledge of "what business wants," but direct involvement in developing specific curriculum components and learning standards is not emphasized in these settings.

Non-Career Partnership

This cluster of schools receives goods, services, and/or technical expertise from business partners, but the business relationship does not influence the program learning standards, provide worksite linkages or career information, or opportunities for employer guidance and governance at meaningful levels.

Charter schools in this cluster include:
Accelerated Charter School, Los Angeles, CA
Clear View Charter School, Chula Vista, CA
Fenton Avenue Charter School, Lake View Terrace, CA
Liberty City Charter School, Miami, FL
Open Charter School, Los Angeles, CA
San Carlos Learning Center, San Carlos, CA

Discussion
All of the schools in this category had ongoing business partnerships that consisted primarily of product donations and financial support. Business partners in this category tended to have little or no involvement in school governance. Several schools worked closely with computer-related companies to upgrade their technology capacity using business partner donations of equipment and expertise; however, these firms did not participate in career development or curriculum planning at meaningful levels.

Section Summary

The preceding section presented key findings. The business-linked charter school profiles demonstrated great diversity and scope in terms of business linkage. Characteristics of each school were mapped using the six key elements of the typology described in Section Two of this report. Schools were then evaluated in terms of the intensity of their business involvement and clustered using a scaled intensity approach to understanding business linkage. This approach allowed existing business-linked charter schools to be grouped into four broad categories.

Through this examination, the similarities and differences among categories were illuminated. Further examination of key elements permitted the project team to draw sharper distinctions among schools within each broad category. The typology provided a useful framework for organizing these schools according to the intensity of their link with business. The next section will examine some of the recurring themes that emerged from the analysis.

Section Four: Recurring Themes

This section explores some of the recurring themes that emerged during the analysis of business linkages. The topic-based discussions are intended to extend the understanding of business-linked charter school organizing and operating issues beyond the limits of the typology. Each topic illustrates the enormous potential for sharing experiences and strategies. The project intends to capitalize upon this potential in its later stages.

Topic 1: Stages of School Development/Implications for Cross-fertilization

The business-linked charter school landscape features an array of schools at various stages of development. Some schools have only been open for a few months and frame their instructional programs and work-based learning experiences more in the context of future plans than actual operating reality. Some have been operating for several years and feature innovative programs that were initiated with the support of business partners and charter school developers. Other schools, particularly alternative school conversions, have years and, in some instances, decades of experience with creating work-based learning sequences designed to help assure a successful school-to-career transition for all students. A review of schools who share common interests, but are currently at different stages of development, illuminates opportunities for cross-fertilization among business-linked charter schools.

Alternative Strategies for Meeting the Needs of Hard-to-Serve Youth: *Affiliated Alternatives*, *New Directions Institute*, and *Education Redirection*.

These schools strive to meet the personal, social, and career-oriented needs of "hard-to-serve" youth: that is, those for whom school represents an alternative to incarceration.

Affiliated Alternatives' "Work & Learn Center" was initiated in 1977, based on an assumption that students needed to be more highly engaged in the learning process. The curriculum is organized around four themes: 1) human interaction/social skill, 2) consumer survival skills, 3) citizenship and law, and 4) identity. Students are gradually introduced to the world of work through a developmental sequence of placements, from sheltered/non-threatening work in day care centers to home construction, work in nursing homes, and, finally, specific career explorations that lead to actual job placement in the senior year. The school strives to learn more about dealing with alternative school students, particularly those from families where work is not the rule.

New Directions Institute is a relatively new school (opened January 1997) that has struggled to meet the needs of "hard-to-serve" students. The school is dedicated to providing intensive instruction for students in a highly structured atmosphere, and it works closely with a local social service agency to provide extra counseling support. Career options include on-site opportunities to learn construction trades and earn automotive technician certification. However, the school has experienced a high drop-out rate.

Education Redirection is a charter school in Charleston, SC, serving grades 6-12. It was not profiled because it currently has no business link. It too serves as an alternative to incarceration for disadvantaged and delinquent youth. The school would like to provide increased awareness of work-world expectations for their students, but they have no business partners. They would like to offer work based learning opportunities, develop community relationships, and provide supportive services for their students

These three schools serve similar populations of students and face similar challenges in terms of meeting the social, personal, and school-to-career needs of students. Through years of experience, *Affiliated Alternatives* has developed a perspective on designing effective educational programs that could inform the development and/or refinement of programs currently offered at *New Directions*. By learning from the experiences of both *New Directions* and *Affiliated Alternatives*, *Education Redirection* may be able to design a more effective strategic plan for developing a school-to-career component.

Sharing Models for Effective Implementation of "Immersion" Schools: *Michigan Health Academy, Flagstaff Arts and Leadership Academy*, and *Business Immersion Charter High School.*

These schools share a belief that immersing students in a learning environment that simulates the workplace will help motivate students and prepare them for future success.

Michigan Health Academy was organized through the joint efforts of a local hospital system and community leaders. A local management company created the instructional component, bringing together instructional designers, hospital clinicians, and other consultants to develop a curriculum tightly linked to industry-specific skill standards. Teachers creatively adapted the curriculum into an immersion environment that simulates a hospital in terms of workplace behavior expectations, skill sets, and certifications. The school, which has been in operation for two years, systematically collects feedback from employers and adjusts the curriculum accordingly.

Flagstaff Arts and Leadership Academy is dedicated to developing the "whole child" through academics, arts, leadership, and community service. The school features an integrated curriculum in an immersion setting (a museum). Professional artists are in residence at the school and provide role models in terms of exposing students to career options and choices within career clusters. Students participate in community service projects and museum-based apprenticeships.

Business Immersion Charter High School does not yet exist. It is a project of the Business Economics Education Foundation in St. Paul, MN and is currently under development.

The curriculum focus of these three schools is different, but the challenges involved in developing an immersion curriculum and implementing it in a local charter school context may be quite similar. Through their design experiences, *Michigan Health Academy* and *Flagstaff Arts and Leadership Academy* have developed perspectives on designing effective educational immersion programs that could inform the development, structure, and staffing of the immersion program contemplated by organizers of the *Business Immersion Charter High School*. In addition, *Michigan Health Academy*, and its sister school *The Heart Academy*, may serve as models for health care systems in other communities contemplating charter school development.

The existing business-linked charter school landscape consists of many schools at various stages of development. These brief examples illuminate just a few of the opportunities for cross-fertilization among them.

Topic 2: Adapting to the Environment

The experience of business-linked charter school organizers reveals that occasionally school business partners who initiated the charter school development project did not anticipate, and were not prepared to cope with, the needs of the student population that responded to their recruitment campaign. In some cases, this challenged school organizers to rethink the mission and goals of their charter school, forcing them to come to terms with the reality of charter schools as public schools open to all who wish to enroll. A brief description of a school that faced this challenge illuminates the problems the organizers faced, the solution they accepted, and alternative strategies identified through study of other charter school programs.

The Challenge of Shifting Gears: *Western Michigan Academy for Hospitality Services, Minnesota Transitions Charter School, Academy for Applied Learning, Beaver Dam Charter School, Affiliated Alternatives*, and *International Commerce Institute.*

Western Michigan Academy for Hospitality Services was originally organized through the joint efforts of several prominent restaurant owners who were looking for non-college bound students interested in jobs in the hospitality/food service industry. The partners planned to use the National Restaurant Association curriculum. However, the student body that responded to the recruitment campaign was not what the business partners expected. A large percentage were at-risk students who had such pressing social and personal problems that they were not ready for career preparation. The school had to bring in counselors and other social service personnel, which ran up expenses well above anticipated levels. Staff and administrative turnover increased. The business partners became so discouraged with the gap between their original mission and the operational problems that they considered closing the school. The chartering entity arranged for the school to be taken over by the local school district and business involvement decreased rapidly.

Minnesota Transitions Charter School began in 1994 with a group of business people who shared an opinion that college students were finishing school with academic skills but inadequate business and communication skills. However, the school had to shift its emphasis from an academic focus toward a job-skill focus due to the population of students that enrolled and their specific educational needs. Now the school focuses on giving students general exposure to the world of work and careers and provides them with instruction in basic skills, academic/college-prep, and work-based learning opportunities. A business collaborative, which includes a wide array of businesses, continues to play a guiding role in defining the mission of the school and has successfully adjusted to the needs of the students it serves.

The Academy for Applied Training began as a project of the Easter Seals. Organizers and founders intended to focus on special education students. The instructional program, which features integrated, context-based and work-based learning experiences, was originally designed for special education students. The curriculum was based on the assumption that special education students would respond to relevance rather than remediation. However, when the school conducted their initial recruitment campaign, they were surprised to find that 50% of the students who enrolled were interested in applied learning but were *not* special education students. The school is currently working to design a curriculum that will meet the needs of all students enrolled.

The organizers of *Minnesota Transitions Charter School* began with their educational vision focused on future college students and successfully shifted their emphasis toward a job skill focus due to the population of students that enrolled and their specific educational needs. The organizers of the *Academy for Applied Training* are working to adapt their innovative special education curriculum to serve a broader student population. When the organizers of *Western Michigan Academy for Hospitality Services* found that their vision did not correspond with the reality of actual student characteristics, they attempted to address the issue by paying for counselor interventions, but soon abandoned the effort. A review of the existing business-linked charter school landscape suggests that there may have been other options. Depending upon the underlying goals, values, and assumptions of the organizers, several alternative strategies could have been considered and are outlined below:

- The *Beaver Dam Charter School* curriculum focuses on three main areas—academic, employability, and personal/social skills such as conflict resolution, accepting criticism, etc. The school selected faculty who could successfully interact with at-risk students. Students learn from occasional work-based experiences and receive instruction on job-seeking and job-keeping skills. The school identified these as necessary precursors to specific career path decision-making. Students must satisfy many criteria to graduate including academics, applied life, employability, computer literacy, health, civics, and community service.

- *Affiliated Alternatives*, with its emphasis on preparing at-risk students for entry into the work force through a developmental sequence of placements, offers an alternative approach to structuring the learning environment.

- *International Commerce Institute* uses a highly structured curriculum with the goal of complete content mastery. Ninety percent of the students who attend this school would quality for a free or reduced lunch, and many of them dropped out of traditional public schools. School organizers attribute their success in reaching these students to the use of an advanced placement curriculum that students find far more interesting than remedial instructional programs.

Because charter schools are public schools, enrollment is open to all students who wish to attend. In some cases, the educational programs that school organizers originally envisioned did not fit needs of the student population that enrolled. This challenged school organizers to rethink the mission and goals of their charter school and adapt as necessary.

Topic 3: Career Path Identification and Choice

In general, the career-oriented charter schools profiled in this study approached the task of preparing students for the workplace using one of two basic organizing strategies. As expected, schools with relatively strong links to a selected industry or industry clusters tended to offer career path opportunities within the given domain of the business partners. The alternative approach builds upon individual student interest, leading each student to identify, explore, and eventually select a specific career focus from the diversity of occupations found in the community at large.

Finding a Path: *Livingston Technical Academy*, *Academy for Plastics Manufacturing and Technology*, *City Academy*, and *Skills for Tomorrow*.

Both *Livingston Technical Academy* and the *Academy for Plastics Manufacturing & Technology* are organized around a specific industry focus with the clear intent of preparing students for future entry into a related career field. Students entering these programs select a career preparation track and earn related certificates upon completion of designated programs of study. *The Academy for Plastics Manufacturing* is closely aligned with the industry's education committee and hopes to become a test site for a specific curriculum that will reflect national industry standards. *Livingston Technical Academy* encourages students to chose a management or technology track, with seniors selecting among four instructional pathways. Work on a formal credentialing process is part of the school's strategic planning agenda. Both schools assume that students entering their programs are already thinking in terms of a career in that industry or one closely related to it.

Both *City Academy* and *Skills for Tomorrow* work with individual students to identify areas of high interest, investigate related career opportunities, and actively pursue career goals. Students at *City Academy* identify emerging areas of occupational interest, and the school develops career ladder information, locates related work-based learning experiences, and arranges for paid internships. Students who progress in terms of choosing a specific career focus are given opportunities to develop closer links with business sponsors. Students at *Skills for Tomorrow* are introduced to the workplace in three phases. In phase one, students have a job shadowing experience, phase two is a required service learning component in a non-profit setting, and phase three features a more formal internship experience. Throughout the process, students are encouraged to "find their passion."

Both approaches provide business partners with opportunities to get involved in school governance and influence the career outcomes of youth in their communities. However, the industry-specific model more closely targets the labor market needs of the sponsor and/or partner. The developmental approach is more directed towards serving the needs and interests of individual students.

Topic 4: Customized Design Options

The diversity of the business-linked charter school landscape offers a wealth of source material for customizing charter schools to the needs, interests, and goals of business-linked charter school developers. A business partner and school developer could enhance or assemble a career-oriented charter using design features from several different charter schools. The following are hypothetical examples intended for illustrative purposes only.

- An existing business-linked charter school is interested in adding a career cluster option and further developing its work-based learning component. Due to changing labor market conditions, the business partners recognize the need to add technology and computer programming-related careers to the options available to students. The school reviews the approaches used at both the *Detroit School of Industrial Arts* and *Intelli-School* as part of the program development process. The school currently uses traditional standardized tests to measure student academic achievement, but does not systematically assess student work-site learning. Based upon the experiences of *The Charter School of Wilmington*, the school decides to develop a four-pronged assessment strategy that includes student performance, parent satisfaction, company satisfaction, and fiscal responsibility measures. The school does not have enough money to implement ACT Work Keys and, instead, chooses to develop a SCANS-inspired check list similar to that used at *Livingston Technical Academy*.

- A local bank, working in conjunction with community leaders, wishes to develop a business-linked charter school to support the career development of at-risk youth. The development partners agree with an approach that builds upon individual student interests and adopts a developmental strategy for career exploration similar to the one used at *City Academy*. The design team organizes the curriculum around the four themes used by *Affiliated Alternatives* (human interaction/social skills, consumer survival skills, citizenship and law, and identity), incorporating instructional strategies that are context-based within each theme. The business partners are interested in building in a strong assessment component and adopt a program similar to *Skills for Tomorrow*—which includes ACT's Work Keys supplemented by a SCANs-based professional development program similar to the training provided by Advanced Spectrum. The students must satisfy the 11 criteria to graduate that are used at *Beaver Dam Charter School*, including presentation of a portfolio to a jury of business people similar to the panel process used at *Skills for Tomorrow*.

As this project proceeds, these hypothetical illustrations will become possible through the use of web sites, resource materials, technical assistance, and learning networks.

Topic 5: Variability of Organizational Structures

Business-linked charter schools are marked by a diversity of organizational structure and governance arrangements that include:

- free-standing, nonprofit organizations,
- systems of sites operating under a single charter,
- alternative school conversions within existing public districts,
- whole district conversions including both career oriented and feeder schools,
- schools within schools,
- schools organized and operated by Private Industry Councils,

- schools planned and governed by representatives of organized labor, and
- schools run by management companies.

The specific organizational arrangements are influenced somewhat by the prevailing laws in each state. A governance arrangement that is allowed in one state may be prohibited in another. Another important influence is the market for K-12 education in a particular community. In an area where existing schools are well-regarded, a school-within-a-school may be accepted. Where existing schools are not as credible, free-standing alternatives may be more marketable.

Topic 6: Impact of State Legislation on Business-linked Charter Schools

Charter school laws vary from state to state. Some statutes make the approval process relatively simple while others create barriers to implementation and set strict limits on the number of charters that can be granted. Some states limit charters to conversions from existing public schools while others allow a wide range of community groups and other organizations to establish new schools. Understanding the statutory environment is essential to determining the feasibility of and identifying effective strategies for implementing a business-linked charter schools.

Expansive and Restrictive

Charter school advocates have proposed several different methods for evaluating state-level legislation. Several charter school advocates, including those at the Center for Education Reform (CER), have studied variations in common components of charter school legislation, such as number of schools allowed, degree of legal/operational autonomy, and restrictions on sponsorship, to understand how statutes increase or constrain the rate of growth of the charter school movement. CER proposes ten criteria be used to evaluate the expansive and/or restrictive nature of existing state statutes.

TABLE 1: 10 Criteria for Evaluating Charter School Legislation*	
Criteria	State Law Encourages More Activity if it Permits:
Number of schools	Unlimited or substantial numbers of autonomous charter schools
Sponsors/appeals	Nonlocal sponsor available OR appeal process exists
Applicants	An individual or group can attempt to organize a charter proposal
New starts	Both conversions and new start-ups
Evidence of local support	Formation without demonstration of specific level of support
Automatic waivers	Waivers from most or all state and district laws and regulations
Legal/operational autonomy	School to function as legally autonomous entity and control enrollment numbers
Collective bargaining	School to retain complete control over personnel decisions
Guaranteed full funding	100% per-pupil funding automatically follows enrolled student
Fiscal autonomy	Full control over budget without the district holding the funds

*Source: The Center for Education Reform, *Charter School Workbook: Your Roadmap to the Charter School Movement*, "Chapter 2: Charter School Laws State by State" http://edreform.com/laws/ranking.htm#Strong .

This framework has been used to evaluate and rank each state's charter school legislation as shown in Table 2 below. CER gives states with the least restrictive requirements the highest ranking.

Table 2: State Charter School Laws Ranked According to Expansiveness

Rank	State	Rank	State
1	Arizona	11	Florida
2	Michigan	12	Pennsylvania
3	District of Columbia	13	New Jersey
4	Delaware	14	Colorado
5	Massachusetts	15	California
6	Minnesota	16	New Hampshire
7	North Carolina	17	Illinois
8	Texas	18	Connecticut
9	South Carolina	19	Ohio
10	Louisiana	20	Wisconsin
		21-30	AK, NV, RI, WY, KS, HI, NM, GA, AR, MS

To illustrate how state laws can inhibit or support charter school development, consider the following two examples in Table 3 (below). Note that Arizona ranks #1 and New Mexico #27 in terms of the expansiveness of their charter school laws. As Table 3 illustrates, there are distinct differences between the state's charter school laws that directly impact the development of all charter schools, including those that are business-linked.

By restricting the number of available charters, allowing only conversion schools, offering no appeal process for rejected charter applications, providing little or no legal/operational autonomy, and limiting applicants to public school personnel, New Mexico's statute creates a set of conditions unfavorable to the development of new charter school initiatives. At times it may be more feasible to work from within the system to change or improve public schooling. In some states and school districts there may be Superintendents who are interested in supporting the development of innovative career-oriented charter schools. However if only existing public schools are allowed to convert to charter status, a person or organization with a new and creative idea for educating students may have to convince an entire public school system, along with its various stakeholder groups, to agree to perhaps a complete restructuring of the school curriculum, rules, and instructional practices. The potential conflict and uncertainty involved in negotiating an agreement of this nature could be a strong deterrent from opening a new charter school.

TABLE 3:
Comparative Analysis of Charter School Laws
New Mexico and Arizona*

	New Mexico	Arizona
Total number of schools	5 (Business linked = 1)	>200 (business-linked = 18)
Sponsors/appeals	State Board Of Education/ no appeal	Local school boards, state board of education, state board for charter schools
Applicants	Public school personnel	Public body, private person, private organization
New starts	No, conversions only	Yes (plus public and private conversions, but no home-based schools)
Evidence of local support	65% of teachers & parent involvement	None
Automatic waivers	No	Yes
Legal/operational autonomy	No	Yes
Collective bargaining	Yes	Teachers' discretion
Guaranteed full funding	Yes	Determined by same base support level formula used for district schools
Fiscal autonomy	Yes	Yes

*Source: The Center for Education Reform, *Charter School Workbook: Your Roadmap to the Charter School Movement*, "Chapter 2: Charter School Laws State by State" http://edreform.com/laws/ranking.htm#Strong

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It is important to note that this framework does not include a variety of additional factors that other charter school advocates view as essential elements of comprehensive charter school legislation. These advocates supplement the comparative analysis of selected organizational components described above with an examination of provisions intended to make charter schools as fair, equitable, and effective as possible, including features that:

- prohibit charter schools from setting admission requirements for students;
- prohibit charter schools from using parent contracts as a condition for enrolling their children in charter schools;
- allow charter schools and districts to negotiate special education funding;
- require charter applications to include rigorous student performance goals and a well-defined assessment plan to measure student progress toward those goals;
- require applications to provide information concerning the proposed school's budget, administration and facilities;
- ensure that charter schools will be available to a broad socio-economic spectrum of youth;
- provide and adequately fund technical assistance expertise to assist charter school operators and teachers in developing a business plan, creating curriculum materials, and designing assessment systems.[31]

These additional factors are important considerations for program design and implementation, however their existence or absence are not substantive barriers to charter school initiation.

The charter schools profiled in this study are bound by the state and local context in which they operate and thus may not be replicable in other states. Businesses considering the possibility of organizing and developing a charter school would be wise to develop an understanding of the general principles regarding the purpose and intent of charter school legislation as well as key features of existing legislation as it addresses school governance, equity, accountability and fairness.

It is important to note that charter school statutory frameworks are evolving rapidly as states gain experience and insight into the effects these laws have on charter school implementation and impact.[32] As states become more aware of the opportunities available to students through the expansion of business-linked charter schools, existing laws may be modified to accommodate innovative programs.

Section Summary

This section presented key findings organized as a discussion of recurring themes. Designing effective business-linked charter schools presents many challenges. In addition to designing programs, organizers and developers must sometimes cope with unanticipated operational

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[31] Buechler, M. "*Charter Schools: Legislation and Results after Four Years*," Bloomington, IN: Indiana Education Policy Center, January 1996.

[32] See also Lane, Brett. "*Choice Matters: Policy Alternatives and Implications for Charter Schools*." Policy Paper: Northwest Regional Educational Laboratory. 1998 http://nwrel.org/charter/policy.html.

problems. By linking with other charter schools, organizers may consider alternative strategies for meeting the needs of hard-to-serve youth. The landscape of business-linked charter schools offers a wealth of information that organizers can use to enhance existing programs as well as create unique hybrid forms. Businesses considering the possibility of organizing and developing a charter school are advised to first consider existing state legislation. As states become more aware of the opportunities available to students through the expansion of business-linked charter schools, existing laws may be modified to accommodate innovative programs.

Section Five: School Profiles

This section presents an overview of school summary profile development and organization. First, the summary profile format is described and the process of creating them presented. Then the framework used to organize the reports is presented. Finally, 60 summary profiles are included, describing business-linked charter schools found in 18 states.

The project team developed a summary profile format that would present key findings in a concise and useful form. Each profile summary consists of the following three main sections.

- Section One contains key demographic and operational information about each school.
- Section Two lists each of the key elements of the typology arrayed on a continuum of intensity of business involvement. Using the information contained in each school profile, each school was rated along each of the continuums. The results of these ratings are presented in this section.
- Section Three contains a summary narrative for each school.

The profile summaries are organized alphabetically by state and are included in Appendix B. Within each state, profile summaries are organized alphabetically by location and school name.

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Appendix A: Research Methods

This appendix describes the methodology used to develop the inventory.

Profile Development

A business-linked charter school profile format was developed to organize information and to report along key contours of school-to-career program initiation and operation. The profile focused on the key components of school-to-career system development and was tightly linked to the elements of the typology described in Section Two. It was designed to guide the identification and organization of information on the following school-to-career topics:

- General Descriptive Information
- Characteristics of the Student Population
- Community Connections
- Industry Focus
- Mission
- Curriculum
- Instruction
- Governance
- Assessment Strategies
- Career Development Focus

Informational needs within each of these content areas were reframed both as broad and specific topics linked to typology elements. The result was a framework for assimilating information from a variety of sources into a common format that would allow the project team to evaluate the intensity of business linkages and ultimately inform the selection of case studies.

School Identification Strategy

The project team used a variety of strategies and sources to identify a subset of all charter schools—that is, those with a significant business-link. That process included the following steps:

- The primary strategy focused on obtaining nominations from key contacts in each state having charter school legislation, regardless of whether the legislation was considered expansive or restrictive. A list of official state-level contacts was generated, obtained primarily from the "uscharterschools" website.[33] Each official was sent an introductory letter describing the goals of the study, the purpose of the inventory, and the type of school-to-career initiatives that were of interest. Beginning approximately two weeks later, each official received a follow-up telephone call to discuss specific nominations.

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[33] http://www.uscharterschools.org/res_dir/res_1.htm

- These nominations were then compared with lists of charter schools that had been downloaded from selected state education department web sites. In some instances, this led to the identification of schools that were not originally nominated but whose name suggested a possible school-to-career focus. Those schools were added to the profile list.

- A few additional schools which were not nominated, and whose name gave no hint of the school's curriculum focus, were added. These schools were identified through personal contacts made at the National Charter Schools Conference held in Washington, D.C., in November of 1997.[34]

- Staff of the U.S. Department of Education Charter School Office provided suggestions based on their personal contacts and experience in the field.

- A keyword search of the school profile database at "uscharterschools" provided yet another list of schools with a "career" component. Several additional schools were added through this final step.[35]

As a result of these efforts, a total of 77 business-linked charter schools were identified as candidates for the next step in the profile development process. (See Table A1 below.)

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[34] Primeria Alta (AZ), Greyhills Academy, (AZ)

[35] The Center for Education Reform (CER) publishes a Directory of Charter Schools which was potentially useful as a cross-reference source cutting across individual states. However, at the time this study was conducted, the most recent version of the Directory was over a year old. The results of a "key-word" search of CER's charter school data base was delayed due to computer/file translation problems.

TABLE A1:
Business-Linked Charter School Census

State	Total # Business-Linked	Profiles Completed as of April 15, 1998*
Alaska	1	1
Arizona	18	13
California	12	10
Colorado	2	1
Connecticut	3	3
Delaware	2	1
Florida	5	3
Georgia	1	1
Illinois	2	1
Louisiana	1	1
Massachusetts	1	1
Michigan	11	11
Minnesota	3	3
New Jersey	6	1
New Mexico	1	1
South Carolina	1	1
Texas	3	2
Wisconsin	5	5
Total**	77	60

*Additional summary profiles will be added to the inventory as they are completed.
**Multiple-sites operating under a single charter are counted as one school.

Information Sources

In order to create a complete profile for each individual school, information from a variety of sources was collected and incorporated into the Business-Linked Charter School Profile.

World Wide Web
The World Wide Web, provides a wealth of information about charter school activity across the nation that is easily accessible and potentially useful to charter school developers, operators, and researchers. Linked together through a network of electronic web sites that include everything from U.S. Department of Education documents[36] to informal Listserv

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[36] http://uscharterschools.org

discussion forums,[37] the web is an essential tool for tracking the ever-changing landscape of the charter school movement.

A search of charter school web sites revealed interesting and useful information about business-linked and career-oriented charter schools. At the national level, a search engine included in the U.S. Department of Education site was used to identify existing school profiles. No schools were identified using keyword search "business," but 25 schools were identified using keyword search "career."[38]

Each school listed was linked to an individual profile that provided essential information about individual schools organized to include the following:

- Basic demographic information
- Mission
- Instructional program overview
- Assessment strategies
- School history
- Governance
- Future plans

In addition, some of the schools also had their own individual web sites.[39] Information from both the "uscharterschools" profile summaries and individual school web sites was compiled and incorporated into the Business-Linked Charter School Profile.

Official State Web Site Links

State Department of Education information was sought via hyperlinks provided through the "uscharterschools" web site. Some of these sites did contain web pages dedicated to charter school information; however, others provided limited information about individual schools (name, address, and telephone) and varying amounts of information about curricular focus and/or business involvement.[40]

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[37] CHARTERSCHOOLS@LISTSERV.SYR.EDU (Charter Schools List)

[38] http://www.uscharterschools.org/cgi-bin/cs.pl

[39] http://www.uscharterschools.org/cgi-bin/cs.pl?x-x=670

[40] For example, Arizona: http://www.ade.state.az.us:80/charter/listing.html
Michigan: http://mde.state.mi.us/off/sprg/#acad

Printed Information/Documents

Additional printed information about individual schools was actively sought through reviews of bibliographic references and journal articles.[41] Other printed documents describing program components and instructional practices were received from U.S. Department of Education contacts, state education department officials, and research organization employees who were contacted during the nomination phase of the study.

Discussions with School Leaders

Remaining informational needs were addressed through telephone discussions with individual school officials. Because of the proscriptions and requirements of 5CFR1320, the Paperwork Reduction Regulations, no "collection of information," as defined by those regulations, was conducted. Specifically, the research did not reach the threshold of "ten or more persons," as defined, nor were identical questions posed to respondents. The regulations provide that the numeric threshold of ten or more persons does not include "employees of the respondent acting within the scop of their employment" [5CFR1320.3(c)] and the definition of "collection of information" is limited to "the obtaining...by means of identical questions posed to...ten or more persons..." [5CFR1320.3(c)]. All calls were made with "employees of the respondent acting within the scope of their employment," and the issues raised from school to school varied substantially.

Other Considerations

Time Frame for Profile Development

The process for developing the profiles began in November 1997. A list of school nominated for inclusion in the profile development process was developed in early 1998. Review of specific web site information and printed documents describing school programs began in November 1997 and is ongoing.

Reporting

Information from a variety of sources was assimilated and used to develop a profile for each business-linked charter school. This common format allowed the project team to evaluate the comparative intensity of business linkages which will ultimately inform the selection of case studies.

A one-page summary document was prepared for each school using information distilled from the Business-Linked Charter School Profile. Copies of these summary forms appear in Appendix B of this report.

Limitations

Because the charter school movement is a rapidly growing and evolving school reform strategy, the census of existing schools is continually changing. Our study is limited to schools that were actually operating during the 1997-98 school year. Numerous additional schools are in various stages of planning and development.

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[41] CSR BiblioDatabase: http://csr.syr.edu/cgi-bin/bbs/db_manager.cgi?simple_return+go
For example, Cutter, Milo, *"City Academy. A Charter School Prototype."* Phi Delta Kappan; v78 n1p26-27, Sept. 1996. Pease, V.*A Vocationally Oriented Charter High School: The Design Experience of Community Partners*, Ph.D. diss. University of Minnesota, 1995.

The charter school movement is a relatively new phenomenon, and most schools profiled in this study have been operating for a relatively short time. This study provides a "snapshot" of operations at their current stage of development but does not attempt to predict what may happen to individual schools in the future.

Because individual schools vary in terms of their key actors, community setting, and organizational goals and objectives, comparisons between schools should be made with caution. Likewise, because individual state laws vary in terms of the constraints placed on charter school development, comparative analysis of schools in different states should be made cautiously.

The fact that the charter school movement has been in existence for less than ten years means that comparisons with schools in traditional school systems across the nation should be approached with care.

Finally, it is difficult to assess the degree to which the information describing individual charter schools corresponds with the reality of actual school operations. In order to assess the reliability of the data and the effectiveness of the school programs, additional study, including individual site visits, is essential.

Appendix B: Summary Profile Sheets

This appendix contains the summary profile sheets for each school.

State	City	School
Alaska	Takotna	Takotna Training Center
Arizona	Chandler	Carmel Community Integrated Arts
Arizona	Flagstaff	Flagstaff Arts & Leadership Academy
Arizona	Lake Havasu	EXCEL High School
Arizona	Nogales	Pimeria Alta School District #24
Arizona	Payson	Payson Center for Success
Arizona	Phoenix	Arizona Agribusiness and Equine Center
Arizona	Phoenix	GateWay Community High School
Arizona	Phoenix	Intelli-School
Arizona	Phoenix	International Commerce Institute
Arizona	Prescott	Excel Education Centers, Inc.
Arizona	Show Low, Taylor, Winslow	Northern Arizona Academy for Career Development
Arizona	Tuba City	Greyhills Academy High School
Arizona	Tucson	P.P.E.P TEC Charter High School
California	Bakersfield	Kern Workforce 2000 Academy
California	Chula Vista	Clear View Charter School
California	Lake View Terrace	Fenton Avenue Charter School
California	Los Angeles	Accelerated Charter School
California	Los Angeles	Open Charter School
California	Oakland	East Bay Conservation Corp.

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California	Pacific Palisades	Palisades Charter High School and Math, Science & Technology Magnet
California	Perris	Choice 2000 On-Line Charter School
California	San Carlos	San Carlos Charter Learning Center
California	Vacaville	Elise P. Buckingham Charter School
Colorado	Colorado Springs	Community Prep School
Connecticut	Hartford	Sport Sciences Academy
Connecticut	Waterbury	Ancestors Community Charter High School
Connecticut	Winsted	Explorations
Delaware	Wilmington	The Charter School of Wilmington
Florida	Miami	Liberty City Charter School
Florida	Sarasota	Academy for Applied Training
Florida	Pensacola	Escambia Charter School
Illinois	Chicago	Perspectives Charter School
Louisiana	Ville Platte	ACE (Academic and Career Education) School
Massachusetts	Boston	City on a Hill Charter School
Michigan	Dearborn	Henry Ford Academy
Michigan	Detroit	Detroit School of Industrial Arts
Michigan	Detroit	Heart Academy
Michigan	Detroit	Michigan Health Academy
Michigan	Grand Rapids	Academy of Health and Science
Michigan	Grand Rapids	Western Michigan Academy for Hospitality Services

Michigan	Howell	Livingston Technical Academy
Michigan	Pontiac	New Directions Institute
Michigan	Port Huron	Academy for Plastics Manufacturing & Technology
Michigan	Saginaw	Academy for Technology & Enterprise
Michigan	Taylor	Michigan Automotive Academy
Minnesota	St. Paul	City Academy
Minnesota	Minneapolis	Minnesota Transitions Charter School
Minnesota	Minneapolis	Skills for Tomorrow Charter High School
New Jersey	Sparta	Sussex County Charter School for Technology
New Mexico	Portales	Broad Horizons Educational Center
South Carolina	Charleston	Education Redirection
Texas	Irving	Renaissance Charter School
Texas	McAllen	One-Stop Multiservice Charter
Wisconsin	Appleston	Appleton Central Alternative School
Wisconsin	Beaver Dam	Beaver Dam Charter School
Wisconsin	Deerfield	Deerfield Alternative Charter School
Wisconsin	Madison	Affiliated Alternatives
Wisconsin	Stevens Point	T.E.A.M.S. Charter School

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Business Linked Charter School Profile

State: Alaska

City/Town: Takotna

Name of School: Takotna Training Center/Charter School

Career Orientation: Career Informed

Date Opened: 7/93 (charter granted 8/94)

Grades: K-12 (charter includes 9-12 only)

Enrollment: 18 (9-12) + 30 distance learning students

Setting: Urban Suburb ●Rural

% Free or Reduced Lunch: 85%

Contact Name: Dick Newton, Chari, Academic Policy Board

Telephone: (907) 298-2325

COMMENTS

This school is located in the interior of Alaska, midway between Ankorage and Nome. It began its first year as a traditional public school and switched to charter status the following fall. The setting is extremely isolated, with access by boat, sled-dog, snowmobile or plane (population 82). Students come from all over Alaska, different states from the "lower 48," and other countries, and take up residence at the school's dormitory. The initiative for the school as a theme-based, project oriented school came from the school principal, who invited agencies to help plan the initiative. The Department of Fish & Game, the University of Alaska at Fairbanks, merchants from a neighboring town. The mission of the school is to educate students to succeed in life after high school. Students are exposed to the world of work through context-based projects linked to community-partners: The University of Alaska offers an aircraft maintenance program, Fish & Game contracted with the school to open a fish-counting tower, the water treatment plant provides a learning environment, and students are involved in a burn recovery study (reforestation). In addition the school has developed several "mini-businesses" including a casket company. The local school district provides accounting and business services and the governing board of the school (Academic Policy Committee) oversees everything else. The school challenges every student to move as quickly as possible through the curriculum. All instruction is context-based, with academic competencies set by the state. Work-based learning experiences are introductory and exploratory in nature. Students are exposed to career options and at the senior level "zone in on career path with alternatives to fall back on." Drug and alcohol abuse is a big problem for these students. The school strives to help them overcome these problems. So far the school has had 5 graduates, 3 of whom are in college.

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Business Linked Charter School Profile

State: Arizona

City/Town: Chandler

Name of School: Carmel Community Integrated Arts

Career Orientation: Career Informed

Date Opened: 1995

Grades: K-12

Enrollment: <100

Setting: Urban ●Suburb Rural

% Free or Reduced Lunch: 58%

Contact Name: Lynn Monson, Site Coordinator or Jacci Hall, Executive Director

Telephone: (602) 899-6600

COMMENTS

Carmel Community, Inc. was formed in 1976 to provide arts education for populations of all ages. This non-profit corporation saw charter schools as a natural extension of their work. The school's mission is to provide the opportunity for a viable, comprehensive, student driven education for unique learners. The curriculum consists of integrated arts and career paths cutting across disciplines. Students receive education in and through the arts including career and practical orientation, multi-level tracks, Brain-based instructional strategies, Josten's state-aligned computerized curriculum, and project-based learning. Student performance is assessed using portfolios, performances, state mandated testing, school placement testing and presentations. The student population reflects the demographics of the local districts including gifted and talented as well as "learning challenged" students. The school has a site council made up of staff, parents and students. A governing board includes some outside business people. Eventually, the school plans to open a residential facility based on arts and education.

Business Linked Charter School Profile

State: Arizona

City/Town: Flagstaff

Name of School: Flagstaff Arts & Leadership Academy

Career Orientation: Career Informed

Date Opened: 8/96

Grades: 9-12

Enrollment: 135

Setting: Urban ●Suburb ●Rural

% Free or Reduced Lunch: 85%

Contact Name: Karen Butterfield, Executive Director

Telephone: (520) 779-7223

COMMENTS

The charter for this school was originally denied by the local school district. The Arizona State Board of Education approved it in January 1996. Despite the initial chartering difficulties, the relationship the local school district is now quite positive. The Executive Director of the school was 1993 Teacher of the Year (Art) in AZ and the Academic Dean was an Ambassador for Excellence in the 1993 Arizona Teach of the Year Program. She founded the school in response to increasing cutbacks in support for the arts generally. The school's special focus is visual and performing arts. The school offers very rigorous academics for college bound students. The school is in a suburban setting and contracts with the school district to transport students from a 30 mile radius. The school district helps with transportation of students. Additionally, discussions have occurred about collaboration on staff development. The school is located on the museum grounds, providing apprenticeship and staff training opportunities. They also share a library. Northern Arizona University Center for Excellence provides student teachers. A management company provides administrative support services. The school is working towards North Central accreditation. Their mission is to develop the "whole child" including academics, arts, leadership and community service. The primary purpose of their business link is to develop an appreciation for the arts as kids grow to adulthood. The first person hired was an academic dean who helped develop an integrated curriculum in an immersion setting (museum). Artists from the region and nation assist in curriculum enhancement through professional artists-in-residences. Business partners have not been highly involved in curriculum development or learning standards and assessments. Students currently participate in community service projects (occasional/exploratory) and museum apprenticeship (highly structured). The Museum of Northern Arizona is a business partner and the Director of Education for the Museum is on the Board of Trustees. The school enjoys a good relationship with the staff of the museum and has seen them participate in every facet of program support. Professional artists are in residence at the school and provide role models in terms of exposing students to career options and choices within career clusters. The school uses some standardized tests and portfolios to assess performance. Attendance rates are high. The school monitors the success of their business linkages through internships and community service placements, including the hiring of students through Arizona TheaterWorks. The school has begun quality discussions with the local school district administration and board on the potential of furthering the partnership.

Business Linked Charter School Profile

State: Arizona

City/Town: Lake Havasu

Name of School: EXCEL High School

Career Orientation: Career Focus

Date Opened: 1997

Grades: 9-12

Enrollment: < 100

Setting: Urban ●Suburb Rural

% Free or Reduced Lunch: 25%

Contact Name: Judith Mahler, Administrator

Telephone: (602) 392-5237

COMMENTS

Excel Public High School is a public school funded by the state of Arizona. The mission of the school is to supply youth with the tools needed to be productive citizens and to excel in all areas of life. The curriculum includes a computer based delivery of academics linked to on-site vocational internships for all students. Through partnerships with local business and industrial partners, students explore jobs, careers and occupational interests. Students spend half the day in class with an academic curriculum, and half the day at job sites in the community where they serve vocational internships. Credits are given for on-site work experience, training programs, and academic work. Various means of assessments are used including computer based tracking, on-the-job observations, work-based learning experiences, daily work journals, and portfolios. The school serves a general population of students in an attempt to accommodate the individual needs of each student.

Business Linked Charter School Profile

State: Arizona

City/Town: Nogales

Name of School: Pimeria Alta School District #24

Career Orientation: Career Focus

Date Opened: 1995

Grades: 7-12

Enrollment: <500

Setting: ●Urban Suburb Rural

% Free or Reduced Lunch: N/A

Contact Name: Sandra Potter, Superintendent

Telephone: (520) 287-3540

COMMENTS

This school is located in a shopping plaza in the southern most point of the State of Arizona. The community has a 28% unemployment rate and 50% of the population has less than a H.S. education. 95% of students are Hispanic. The school focuses on serving the "at-risk" population. Including "reclaimed" youth over the age of 18. The school is in session year round, focuses on basic state academic core curriculum, with school to work, arts, and tolerance/equity. The school to work component includes five occupational clusters including health, public service, industrial technology, business and the arts. Students are required to demonstrate competencies in core subjects required by the state of Arizona for graduation. The instructional program features an integrated curriculum with Nova.net and career awareness programs. The County School Superintendent is the governing board. A parent advisory committee is appointed. State level funding is supplemented with Title I, II, IV and two Title VII federal grants.

Business Linked Charter School Profile

State: Arizona

City/Town: Payson

Name of School: Payson Center for Success

Career Orientation: Career Informed

Date Opened: 1996

Grades: 9-12

Enrollment: <50

Setting: ●Urban Suburb Rural

% Free or Reduced Lunch: N/A

Contact Name: Monica Nitasche, Director

Telephone: (520) 472-2011

COMMENTS

This school was founded by the local school district and is operated in conjunction with local entities in the community. It provides an environment for successful educational programs designed to promote academic proficiency, career training and work skills according to student interest, aptitude, past history and need. The school serves the needs of at-risk youth who have not been successful in the traditional academic environment by providing flexible scheduling and individualized, self-paced instruction. Instruction is provided through technology, community placements for hands-on involvement and personalized instruction from staff. Students develop an Individual Educational plan. Subject matter mastery of 70% or higher is required in all areas. The school has a site-based advisory board made up of community leaders, parents, students and staff.

Business Linked Charter School Profile

State: Arizona	City/Town: Phoenix (3 locations)
Name of School: Intelli-School	
Career Orientation: Career Focus	
Date Opened: 9/95	
Grades: 9-12	
Enrollment: 279	
Setting: ●Urban Suburb Rural	
% Free or Reduced Lunch: N/A	
Contact Name: Patricia Shaw	
Telephone: (602) 789-1300	

COMMENTS

This school serves a broad student population and specializes in meeting the educational needs of at-risk students who drop out because they are non traditional learners. The goal of the school is that all graduates will be able to demonstrate mastery in all core academic subjects according to the Arizona Educational Standards. In addition to offering a full high school curriculum, the school offers self-paced computer-based instruction in five computer programming languages, business software applications, and software/hardware technology. Students may enroll in a nearby community college for concurrent course credit at their own expense. An elective course in personal development/life skills/school/work skills is available. The school solicits community partners to provide technical training and experiential learning opportunities, focusing on the computer and technology industries and offers students assistance in obtaining basic job entry skills and job search skills.

Business Linked Charter School Profile

State: Arizona

City/Town: Phoenix

Name of School: International Commerce Institute

Career Orientation: Career Informed

Date Opened: 9/97

Grades: 11-12 (ungraded)

Enrollment: 320 (increasing to 480 by 7/1/98)

Setting: ●Urban Suburb Rural

% Free or Reduced Lunch: 90%

Contact Name: David Curd, Principal

Telephone: (602) 650-1116

COMMENTS

The mission of this school is to prepare adults (16-21) with high school a strong academic foundation for occupational education, post secondary occupational education, social responsibility, employability in the workplace and lifelong learning. The school does not have any particular mission in serving disadvantaged youth, however approximately 90% would qualify for free or reduced lunch. Seed money for starting the school was donated by a local bank and a local construction company helped build the school. The school does not participate in any federal programs to reduce paperwork and reporting requirements. Students who attend the school take courses that help them meet the pre-requisites for occupational courses offered at the local community college. Students are recruited from businesses in the area that employ younger workers. The school features a very flexible schedule (open entry/open exit - 12 hours per day) so that students may attend prior to and/or after their work hours. The school uses an advanced placement curriculum, including a "Great Books" program based on "shared inquiry" which accommodates a wide range of ability levels. Students find the advance curriculum more interesting than remedial work. The curriculum is focused on complete mastery learning, with highly intensive instruction and very high expectations for performance. Business was not involved in developing the curriculum and is not involvement in school governance. The school is working towards more formal relationship with the construction industry. Students entering the program participate in an interest assessment and do a research paper on a particular industry. The principal reviews these findings with each student. There are no guidance counselors. The school knows if their business linkages are working well if they continue to get students referred to the school from businesses in the community.

Business Linked Charter School Profile

State: Arizona

City/Town: Phoenix

Name of School: Arizona Agribusiness and Equine Center

Career Orientation: Career Focus

Date Opened: 9/97

Grades: 9-12

Enrollment: 106 (goal to double enrollment by 9/98)

Setting: ● Urban Suburb Rural

% Free or Reduced Lunch: N/A

Contact Name: Don Krug, Lead Instructor

Telephone: (602) 243-8004

COMMENTS

This school was started by an educator who developed a similar program at a traditional public high school in the area. The school district destroyed the site of her previous program to build a new High School. She left the school district, created a for-profit company and re-created her program as a private non-profit corporation. Her business-community partners shifted their ties to her charter school. The school, which is located on the grounds of a local community college campus, draws its students from all over the Phoenix valley. Students from all backgrounds and economic conditions are welcome to attend, particularly if they have a special interest in agriculture and equine studies. Business partners are diverse, including the Agri-business Council of Arizona, employees of large corporations (genetics), government agencies and professional associations. This school uses a management company for accounting services only. The purpose of the business link is multifaceted, from donations to context-based instructional opportunities to industry specific job preparation. The curriculum is academic/college prep. A veterinarian who recognized the need for a larger pool of veterinary technicians is currently developing a curriculum track that will lead to certification. The school currently uses agricultural course outlines that were approved for use in the Maricopa County Community College. Core content courses (social studies, math, etc.) are taught using the "shared inquiry method." Academic competencies will be aligned with recently established State standards. Internships are a component of the curriculum, but have been difficult to arrange because the school has no "track record." Currently the business community functions in an advisory capacity, but the situation is fluid and could move toward more intense involvement of industry in defining content standards. The curriculum is not integrated in terms of context-based instruction. This school provides students with choices within career clusters linked to bio-technology and animal science. At the current time, the school measures success through achievement scores. In the future the school is interested in monitoring long term employment and educational outcomes, however they believe these may be difficult to track. The school is interested in building stronger linkages to business, particularly internships and facility use, and personnel to lend expertise in the classroom. They will know their linkages are working well when companies contact the school with offers of help and support.

Business Linked Charter School Profile

State: Arizona

City/Town: Phoenix

Name of School: GateWay Community High School

Career Orientation: Career Focus

Date Opened: 1995

Grades: 11-12

Enrollment: <500

Setting: ● Urban ○ Suburb ○ Rural

% Free or Reduced Lunch: N/A

Contact Name: Dr. Margaret Metclaf

Telephone: (602) 392-5237

COMMENTS

This school was founded by GateWay Community college and is located on its grounds. It provides an accelerated, career focused high school diploma program with integration of community college courses. The goal of the program is to prepare students to enter careers in health or technical disciplines or post-secondary education. Attendance is required 20 hours per week and is flexible so that students can match attendance to transportation, work schedules, child care and personal preference. All courses require a 70% competency. Students follow a self-paced curriculum. All courses integrate computer-based instruction. Computer technology is available for research, word processing and spreadsheets. Field trips are designed to supplement academic work. All courses integrate the Arizona State Board of Education Essential skills/standards. All students enroll in a Career Exploration course (1 week) to refine study skills, provide assessment and receive individual career counseling. Students may receive high school credit for work experience (paid or volunteer) in technological areas, health career areas, and occupations related to the career objectives of the student. Students must be concurrently enrolled in at least a two-credit hour class at the community college related to the students' career interests. Students taking courses from the community college receive dual credit from the college and the high school. The school is governed by the Maricopa Community College governing board.

Business Linked Charter School Profile

State: Arizona
City/Town: Prescott
Name of School: Excel Education Centers, Inc. (6 sites)
Career Orientation: Tech Prep
Date Opened: 1994
Grades: 6-12
Enrollment: < 1000
Setting: ● Urban Suburb Rural
% Free or Reduced Lunch: N/A
Contact Name: Michael Gerdes
Telephone: (602) 392-5237

COMMENTS

This school provides an alternative education system for middle and senior high school students. The mission is to prepare students to become productive members of a global society. Special features include individual educational success plans, computer assisted instruction. Students are helped to prepare for employability through the development of job readiness skills, career decision making skills and independent living skills. The academic program is designed to facilitate mastery of the Arizona standards and to contribute to the development of worker traits, especially in the area of reasoning development and critical thinking.

Business Linked Charter School Profile

State: Arizona	City/Town: Show Low, Taylor, Winslow
Name of School: Northern Arizona Academy for Career Development	
Career Orientation: Career Focused	
Date Opened: 7/95 (2 sites) Additional site added 9/96	
Grades: 7-12	
Enrollment: 269 (Show Low=123, Taylor=53, Winslow=93)	
Setting: Urban Suburb ●Rural	
% Free or Reduced Lunch: 76%	
Contact Name: Scott McKee, Assistant Director	
Telephone: (520) 537-5376	

COMMENTS

The idea for the school originated with the business community. A non-profit agency called Career Development, Incorporated (CDI) which also operates JTPA. The governing board of the Institute is the local Private Industry Council (PIC). Eight to nine years ago the Institute began to offer a GED program for adults. Some PIC educators began to provide alternative programs for high school students using USDOL JTPA dollars that flowed through the state government to local sites. The PIC decided to apply for charter status because existing STW funding sources were being phased out. The PIC received the charter and functions as the governing board of the school. The sites, which are all located in a rural, mountain areas of Arizona near a Navajo Indian reservation, draws students from as far as 100 miles away. Jobs are not plentiful (primary industries include government, tourism, and small businesses), making it difficult to place students in meaningful internships and long term job placements at graduation. The school utilizes contracted services for curriculum development and hired a retired principal to oversee the North Central Accreditation application process. The curriculum is linked to Arizona academic standards, and features 50% time on computer instruction including NovaNET. Entering students receive a lengthy assessment of career interests and learning style and receive counseling to assist them in making career choices. School counselors are JTPA case managers. Students participate in paid internships with four to five week rotations through different types of careers during the 10½ month school year. A summer program is included. All schools are located in communities that have community colleges, and students are encouraged to take career specific courses there at no additional cost to students. Approximately 20% of students pursue this option. The other students are placed in small businesses with mentoring opportunities. Approximately 40% of students eventually leave the area, some to enter the military, the rest to search for job opportunities.

Business Linked Charter School Profile

State: Arizona
City/Town: Tuba City
Name of School: Greyhills Academy High School
Career Orientation: Career Focused
Date Opened: 1996
Grades: 9-12
Enrollment: <500
Setting: Urban ●Suburb Rural
% Free or Reduced Lunch: N/A
Contact Name: Louise Scott, Principal
Telephone: (520) 283-6271

COMMENTS

This school is a University System Laboratory school, operating in partnership with the National Association of Laboratory Schools, Northern AZ University and two local community colleges. It is a private school conversion. It has four primary missions including helping students explore career choices and develop life planning skills. If offers intense applied academics integrated with career occupational majors. The school uses a college Tech Prep Academy model. Students take basic courses to fulfill state board requirements in 9th and 10th grades. In 11th and 12th grades students pursue academic/career competencies that eventually will lead to a post secondary AAS or Bachelors degree. The school offers 8 academies for students to select from: business, industrial technology, fine arts, physical education, science, math, communications, social and behavior science. Career pathways within these academies include radio communications, cosmetology, hospitality, finance and computer technology, etc. Teachers assess students with individual teacher tests. Some teachers use laboratory projects, notebooks, journals and daily assignments. Achievement tests are taken once a year. The majority of students at this school are ESL students with Navajo being the first language spoken at home. Most students live in remote settings with no running water or electricity. The school has 6 dorms to house students.

Business Linked Charter School Profile

State: Arizona
City/Town: Tucson
Name of School: P.P.E.P TEC Charter High Schools (System-12 sites)
Career Orientation: Career Informed
Date Opened: 8/95 (however varies by site)
Grades: 9-12
Enrollment: 80-120 (depends on site)
Setting: ● Urban Suburb ● Rural
% Free or Reduced Lunch: 80%
Contact Name: Dr. Jim Parks
Telephone: (800) 573-7737

COMMENTS

A charter school system with 12 individual sites operating under a single charter held by PPEP & Affiliates (a non-profit corporation). The charter school is an educational division of PPEP Microbusiness & Housing Development Corp. In addition to serving at-risk students, drop-outs, single parents, and working students, the school targets migrant and seasonal farm worker youth in cooperation with PPEP's JTPA Section 402 employment and training program. There is a single governing board that makes policy decisions for all sites. Each site has a council composed of students, parents, and teachers. The curriculum and program structure are standardized across sites. The primary mission of the school is to help at-risk youth obtain a high school diploma. The curriculum was developed by teachers to meet the Essential Skills requirements approved by the Arizona Legislature. This includes basic academic course work supplemented by NovaNet, a computerized learning program developed by the University of Illinois. NovaNet includes a component focusing on employability skills including interest inventory, job search, and job retention topics. Currently, the school program is not focused on any specific industry or career cluster. The career preparation program gives students information and students receive some counseling on resume preparation and job seeking. Guest speakers from the community visit sites to discuss work world projects and activities. Currently, there is no established link between job experience and the curriculum. Students are responsible for arranging their own employment situations.

Site Locations: Avondale, Bisbee, Casa Grande, Chandler, Douglas, Marana, San Luis, Sierra Vista, Somerton, Tucson (3).

Business Linked Charter School Profile

State: California

City/Town: Chula Vista

Name of School: Clear View Charter School

Career Orientation: Non-Career Partnership

Date Opened: 10/94

Grades: K-6

Enrollment: 585

Setting: Urban ●Suburb Rural

% Free or Reduced Lunch: 19%

Contact Name: Leslie Woldt

Telephone: (619) 498-3000

COMMENTS

The mission of Clear View Charter School is to "prepare all students to function effectively in a world of new ideas; to think independently, critically, and creatively; to become collaborating members of a democratic society; and to become life-long learners." One way in which the school is working towards that goal is through their partnerships with the business community and parents. Representatives for Cox Communications, IBM, Star News, The Baldwin Company, McMillin Companies, Wells Fargo Bank and San Diego State University form the Educational Innovation in Teaching and Technology (EDITT) Committee. This is an advisory group that provides ideas for the school, helps supplement the school's curriculum, helps in the planning process of programs, and provides software, technical assistance, and professional development. Cox Communication, their largest partner, offers the Multimedia Academy—an intensive training program for all levels of the educational community, including parents, community and industry leaders. The academy is evolving into a broad program of courses that can be tailored for a variety of audiences and skill levels and can be offered at different locations. Currently, they offer a leadership program, a summer institute on incorporating technology into the curriculum, and a course specifically for media specialists which is designed to increase the specialists' current expertise. This school uses its business partnerships to expand and enrich the opportunities for their students. The businesses are primarily involved with donating resource and providing learning experiences for the students and staff.

Business Linked Charter School Profile

State: California	City/Town: Bakersfield
Name of School: Kern Workforce 2000 Academy (multiple sites)	
Career Orientation: Career informed	
Date Opened: 9/97	
Grades: 9-12	
Enrollment: 750	
Setting: ●Urban Suburb Rural	
% Free or Reduced Lunch: N/A	
Contact Name:	
Telephone:	

COMMENTS

This school focuses on meeting the needs of out-of-school and at-risk students, particularly out-of-school single mothers and others who dropped out for economic reasons. It is a special program within the local high school district. The school offers flexible, open entry, scheduling to accommodate those who can not attend during normal work hours, with classes offered in the evenings and on weekends. By offering classes in current school district facilities at off-peak hours. Students earn a diploma and learn employment related skills. The curriculum is structured along the lines of the traditional high school district independent study program featuring core academic courses infused with career-oriented, hands-on activities. Electives focus on various career fields. The school works with teachers, business, industry and community groups and instructional leadership in the local district to review learning proficiency standards. The school has a workforce Academy Site Counsel composed primarily of educators with parent and community representation.

Business Linked Charter School Profile

State: California

City/Town: Lake View Terrance

Name of School: Fenton Avenue Charter School

Career Orientation: Non-Career Partnership

Date Opened: 1/94

Grades: Pre K-5

Enrollment: 1280

Setting: ●Urban Suburb Rural

% Free or Reduced Lunch: 95%

Contact Name: Joe Lucente

Telephone: (818) 896-7482

COMMENTS

Fenton Avenue Charter School is a conversion school that serves a high minority, high at-risk population of students in Southern California. The mission of the school is as follows: "The students of the charter School will work cooperatively, become self-directed, think critically, develop self-esteem and respect cultural diversity, and actively seek learning opportunities. The teachers of the charter school will establish the highest standards and expectations for student achievement, promote a thirst for life-long learning, and maintain a commitment to model the appropriate and desired behaviors and attitudes expected of students. The entire school community (faculty, staff, administration, parents, and community members) will work cooperatively and collaboratively to create a child-centered environment in which all partners are empowered by their own sense of ownership and responsibility to the school." Over the last five years, the school has built a cutting-edge, world class technology program which includes a sophisticated fiber optics system, over 300 computers throughout the school (the upper grades have a computer at each student's desk), networked computers and printers, scanners, electronic bulletin boards, multi-channel digital satellite receive station, Cable in the Classroom connection, VCR's, CD-ROMS, etc. The school started the Fenton Charter T.V. Broadcasting Studio, the first studio of its kind for a California elementary school. Most of these technological advances are due in part through the relationships the school has created with business. Several generous grants were given from the Mattel Foundation and the Riordan Foundation. GTE, and EMG provided long-term municipal lease-purchase contracts. These businesses are involved with resource donation, technical assistance, and some curriculum integration. The school utilizes the partnerships to expose the students to career and post-secondary opportunities. The business community is represented on their board as well.

Business Linked Charter School Profile

State: California

City/Town: Los Angeles

Name of School: Accelerated Charter School

Career Orientation: Non-Career Partnership

Date Opened: 9/94

Grades: K-6

Enrollment: 140

Setting: ●Urban Suburb Rural

% Free or Reduced Lunch: 90%

Contact Name: Kevin Sved, Co-Director

Telephone: (213) 235-6364

COMMENTS

Educators initiated this school. The long term plan is to have pre-K through 12th grade. This neighborhood school will add 7th grade in fall of 2000. The school targets the general population and at-risk youth. The idea for the school was imitated in 1994. The school was in need of start-up funds and began working with Wells Fargo Bank. Eventually Wells Fargo joined their board. A local retail store donated internet equipment and UC donated the school building. The mission of the school is to provide an effective learning environment for student populations to succeed in education and careers. The school believes that all children, including disadvantaged and poor, need experiential learning experiences, and that all students are gifted and can achieve at great levels. The purpose of business linkages is to expand the school's resource base and obtain business expertise. The curriculum focuses on transforming basic skills into powerful learning experiences using pre-packaged and teacher developed curriculum materials. Businesses are utilized in teaching the students principles of economics, how to use a bank account, and how to purchase things from a school store. Businesses influence learning standards by helping increase accountability to the board and the community They also help with the promotion of using valid assessment tools. No work-based experiences are used due to the age of the student body. The school encourages active participation of business partners in governance, including an equal role in decision making and leadership. Business partners bring career related information to the schools, foster better community relations for the charter, and help raise student awareness of career options. Assessment instruments include standardized tests, portfolios, and project based assessments. Eventually the school will track graduation rates and college entry. The school is interested in building linkages with business to gain a surplus of financial and political resources, an awareness of human resources and to promote development and economic growth in the community. They measure success of business linkages in terms of donations, input, and community relations.

Business Linked Charter School Profile

State: California

City/Town: Los Angeles

Name of School: Open Charter School

Career Orientation: Non-Career Partnership

Date Opened: 7/93

Grades: K-5

Enrollment: 384

Setting: ●Urban Suburb Rural

% Free or Reduced Lunch: 30%

Contact Name: Dr. Grace Arnold, Principal

Telephone: (213) 937-2884

COMMENTS

This school is a conversion that originally was a magnet school created for integration in the 1970's. The school targets the general population. Beginning in about 1985, Apple computer launched special technology programs within the school. The primary focus was on integrating technology into the classroom through activities, training, staff development and equipment donations. The official program ended in 1995. Currently there is very little contact with Apple. Presently the school is involved with two educational organizations, a foundation and a consulting firm who assist in the development of curriculum and assessment instruments. There is no program focus on school to work. The mission of the school is to educate the total child using integrating approaches, team teaching and thematic units. The curriculum focuses on conceptual development. The school looks to business for donations of money and products as well as an interactive role within the school.

Business Linked Charter School Profile

State: California

City/Town: Oakland

Name of School: East Bay Conservation Corp

Career Orientation: Career Focused

Date Opened: 9/96

Grades: Ages 18-24 receiving high school education

Enrollment: 110

Setting: ●Urban Suburb Rural

% Free or Reduced Lunch: 100% The school offers a "late meal" to the students on the evenings they attend classes (2 times a week). All students qualify for this service.

Contact Name: Joanna Lennon

Telephone: (510) 891-3900

COMMENTS

The East Bay Conservation Corps (EBCC) Corpsmember Program Charter School serves 110 young adults between the ages of 18 and 24. The school's students, or corpsmembers, enroll in the program to improve their academic, citizenship, communication, employability, and life skills while earning a steady income. The framework for the program is derived in part from the SCANS 2000 report and service-learning concepts. Much of the corpsmembers' education takes place in the field while they work on projects such as trail building, flood control, fuel management, recycling, neighborhood beautification, creek restoration, and park and watershed maintenance. In addition to their filed work, the corpsmembers devote two nights per week in basic academic Learning Center or advanced student classes and another eight to ten hours per month in workshops. The program provides case management support for those in need of child care, housing, and counseling. Corpsmembers may participate in the EBCC program for up to three years during which time they advance to a number of challenging internship positions in the areas of crew leadership, recycling, public works and operations. Corpsmembers who transition out of the program are provided job placement assistance. The program has an active Business Advisory Committee. The EBCC Charter School is funded through fee-for-service contracts, a grant from the California Department of Conservation, Division of Recycling, state average daily attendance revenue and private donations. The EBCC is currently developing a k-12 division of the Charter School which is scheduled to open in September, 1999.

Business Linked Charter School Profile

State: California

City/Town: Pacific Palasades

Name of School: Palisades Charter High School and Math, Science & Technology Magnet

Career Orientation: Career Focused

Date Opened: 9/93

Grades: 9-12

Enrollment: 2,480

Setting: Urban ●Suburb Rural

% Free or Reduced Lunch: N/A

Contact Name: Merle Price, Principal

Telephone: 310-454-0611

COMMENTS

Parents and educators initiated the school, which consists of a general population of students with 70% minority. Individual business partners represent service, retail and entertainment industries. The core mission of the school is to prepare students for the global/technological society of the 21st century. Over time the school's business link has become more technology based. The school uses the business context as a teaching tool and uses donations of products and funds. The curriculum is academic/college prep with context-based business projects. Curriculum materials are teacher developed with business partners with business in an advisory role. The school uses academic competencies set by the state as well as general skill standards. Work-based experiences are highly structured and tightly linked to the curriculum. Business partners are advisory in terms of governance. Students receive information about careers and are exposed to career clusters and options. Success is measured by students having post-secondary plans upon graduation. The school is interested in developing better mentor and intern opportunities and regards those opportunities as key indicators of successful business linkage. This school uses highly structure internships/work-based learning experience with their students. There is a strong focus on preparing students for the future and also an emphasis on technology. The primary purpose of the business partnerships seems to be on providing students with context-based learning experiences rather than providing the school with advisory resources. This school has a strong linkage with business in terms of student engagement.

Business Linked Charter School Profile

State: California	City/Town: Perris

Name of School: Choice 2000 On-Line Charter School

Archetype: Career Academy

Date Opened: 1994

Grades: 7-12

Enrollment: <200

Setting: Urban Suburb Rural

% Free or Reduced Lunch: N/A

Contact Name: Myque Jeffers, Principal

Telephone: (909) 940-5700

COMMENTS

The mission of this school is to create responsible contributing members of a global society by instilling a sense of belonging in a safe, health, collaborative environment in which all students and adults regardless of background are given the opportunity master life and vocational skills. The school offers a comprehensive secondary curriculum for students in a distance learning format. In addition to basic academic goals that lead to a California high school diploma, the school provides technical training and testing as a Microsoft Authorized Academic Training Program (AATP).CHOICE 2000 On-Line School is an accredited public high school and middle school in California providing classes on-line. "The only stipulation is that the student must provide his/her own access to a computer/modem. CHOICE 2000 will provide books, course work, teachers and software to the student. Unlike other K-12 schools, you never ride a bus, and school is always open 7 days a week, 24 hours a day. Like other schools, we offer math, English, science, history, and social studies. We even offer Spanish and French with Real Time Voice Telecommuting on-line."Educational successes will be measured partially by standardized test scores, i.e., CLAS, the Golden State Exam, SAT and ACT scores, and 'End of Level' tests and pursuant to Ed Code Section 60602.5. Success will also be measured by the overall improvement of the students' abilities.

The program success will also be measured by its impact on the educational system.

At the completion each level, specific knowledge, skills, and attitudes will be established to determine students' readiness to proceed to the next level. These outcomes will be based on the state frameworks, courses of study, and will be developed jointly by teachers, curriculum directors, and system administrators.

CHOICE 2000 On-Line School will, through staff development, begin to implement a process of outcome based education for the creation of future measurable outcomes. Identified knowledge, skills, and attitudes may include, but are not limited to:

- Standard instructor grading procedures.
- Portfolios, including work and test samples based on reading and writing developmental stages.
- Standardized assessment, including required state performance report.
- Ongoing student monitoring and parent/guardian communications utilizing progress reports, phone or E-mail communication, student conferences and parent/guardian/teacher conferences.
- Benchmark products, performances assessed by adherence or compliance rubrics.
- Curriculum-based measures that identify specific CHOICE 2000 On-Line School based outcomes and measure student mastery of those outcomes (authentic and curriculum embedded assessment).

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Business Linked Charter School Profile

State: California

City/Town: Vacaville

Name of School: Elise P. Buckingham Charter School

Career Orientation: Career Informed

Date Opened: 9/94

Grades: K-12

Enrollment: 825

Setting: Urban ●Suburb Rural

% Free or Reduced Lunch: The school doesn't offer lunch services. School states that they have a high percentage of at risk youth.

Contact Name: Bob Hamilton

Telephone: (707) 453-6144

COMMENTS

The Buckingham Charter School curriculum provides the opportunity for each student to be treated as a unique person with individual needs, skill, goals, and interest. The primary aim is to offer a means of individualizing the educational plan for pupils whose needs may be best met through study outside the traditional classroom setting. Students are encouraged to improve their basic competencies and to broaden their experiences. The curriculum provides the opportunity for collaborative program learning arrangements and is tailored to the individual needs of each student. Students pursue educational opportunities outside the classroom, yet within the framework of a learning contract. With professional coaching and supervision form teachers, administrators, support staff, and under parental assistance when applicable, students are provided an opportunity to take responsibility for their own education, increase control over essential lifelong learning strategies, develop and refine their own learning, excel in special areas of interest and to pursue an education at their own pace. The school sets these five goals for their students: to be a 1) self-directed learner, who can see a job and do it on his/her own; 2) collaborative worker, who can work constructively with others; 3) complex thinker, who can determine how to get from point"A" to point "B"; 4) community contributor, who will become a productive member of society, and 5) quality producer, who can produce work that he/she will be proud of. This school has a strong link to the business community, yet the link is tied in with the educational management company it uses. EMG (Education Management Group) provides the school with curriculum and distance learning options. The school is involved with local businesses and appears to be putting a great deal of effort into refining the links they have as well as building new links. They are currently working to develop a "Business Academy" within the school.

Business Linked Charter School Profile

State: California

City/Town: San Carlos

Name of School: San Carlos Charter Learning Center

Career Orientation: Non-Career Partnership

Date Opened: 9/94

Grades: K-8

Enrollment: 154

Setting: Urban ●Suburb Rural

% Free or Reduced Lunch: The school does not offer a lunch program

Contact Name: Elise Darwish

Telephone: (415) 508-7343

COMMENTS

In 1993, the San Carlos Learning Center was the site of California's first Charter School. The mission described in the charter is the following: "Our mission is to create a learning system that develops students who are competent, confident, productive and responsible young adults who will possess the habits, skills and attitudes to succeed in high school, and be offered the invitation of a post-secondary education and satisfying employment. The mission seeks to develop an educated citizenry for the 21st century, characterized by such traits as curiosity, lifelong learning, creativity, facility with technology, and the ability to communicate across disciplines, using a variety of media." The curriculum of the school is academic/college prep based. Each student works under a personalized learning plan to capitalize on strengths and shore up areas of weaknesses. The school uses three levels of performance assessment: 1) student progress relative to previous performance; 2) performance is also assessed relative to locally developed standards using exemplars; 3) students are exposed to some traditional examination methods. The school bridges itself to the community through an alliance make up of a "seamless web of educators, parents, businesses, community service and local stakeholders." Businesses play an important role in the school through donation of equipment, services and expertise. They provide guest teachers, mentors, field trips, and help learners set up and run their own businesses. They keep the school abreast of requisite marketplace skills and help develop a workforce prepared for the 21st century while establishing links with future customers and employees.

Business Linked Charter School Profile

State: Colorado	City/Town: Colorado Springs
Name of School: Community Prep School	
Career Orientation: Career Informed	
Date Opened: Fall 1995	
Grades: 9-12	
Enrollment: 120	As of: May 1998
Setting: ●Urban Suburb Rural	
% Free or Reduced Lunch: 40-50%	
Contact Name: Anna Lopez	
Telephone: (719) 578-6916	

COMMENTS

Community Prep School offers "Community Classes" which each student at the school is required to participate in. There is a school-to-work component to the Community Classes which is divided into two parts: The class component delves into career exploration, resume building, interview skills, etc. Several members from the community speak on various job-related/skill related subjects. The work component requires students to work 40 hours a semester after school. These are unsupervised by the school and do not necessarily tie in with the school curriculum. Additional Community Classes are a Leadership class and an entrepreneurialism class where they explore business. Members from the Senior Core of Retired Executive (SCORE) Association help to develop the curriculum for the entrepreneurialism class ans were responsible for teaching the class as well during the first year.

The school is sponsored by the City of Colorado Springs which is very unique to Colorado. The school utilizes resources provided by the city as well as community businesses—speakers, field trips, shared building space.

Business Linked Charter School Profile

State: Connecticut

City/Town: Hartford

Name of School: Sport Sciences Academy

Career Orientation: Career Informed

Date Opened: 9/97

Grades: 9

Enrollment: 320 (increasing to 480 by 7/1/98)

Setting: ●Urban Suburb Rural

% Free or Reduced Lunch: N/A

Contact Name: Karen Finder, Academy Director

Telephone:

COMMENTS

The school was founded by a coalition of parents, teachers, local business people and institutions of higher education. The mission of this school is to provide an interdisciplinary educational program that prepares youth for successful admission into college or an immediate transition into the 21st century workplace. Areas of concentration include sport communication, fundraising, management, marketing, manufacturing and merchandising, medicine, nutrition, pedagogy and law. Student performance is assessed through a variety of methods including performance assessment. All 9th grade students are required to complete a service learning project related to their career interest.

Business Linked Charter School Profile

State: Connecticut
City/Town: Waterbury
Name of School: Ancestors Community Charter High School
Career Orientation: Career Informed
Date Opened: 2/97
Grades: 9
Enrollment: 100
Setting: Urban Suburb Rural
% Free or Reduced Lunch: N/A
Contact Name: Toni Hurst
Telephone: (203) 575-9799 x 256

COMMENTS

The mission of this school is to respect the basic human needs, rights and dignity of each student as a full and independent person who is in the process of becoming an adult. As educators, Ancestors' role is to facilitate the development of each student's academic success by fostering independence, self-confidence and self-respect. Ancestors promotes both high standards of individual academic achievement and the future success of students as happy independent thinkers and contributing members of society. Ancestors provides career-based learning and application of skills. The curriculum focuses on the following areas: reading, writing, history, geography, and science, work-based learning opportunities, community service involvement and technology. Ancestors is designated to inspire students to achieve academic, social and career success by providing a supportive community that identifies, encourages and develops each student's individual interests and abilities. Members of the community will participate in the leaning environment and will become an integral part of the learning community. Partnerships will provide computer training, cultural programs, health services and internships with businesses and historically black colleges. Students and their parents/caregiver/family relative/mentor attend mandatory workshops/training on the first and third Saturdays of each month.

Business Linked Charter School Profile

State: Connecticut
City/Town: Winsted
Name of School: Explorations
Career Orientation: Career Informed
Date Opened: 8/97
Grades: 9-11
Enrollment: 45
Setting: Urban Suburb ●Rural
% Free or Reduced Lunch: 8%

Contact Name: Mary Ann C. Buchanan, Executive Director
Telephone: (860) 738-9070

COMMENTS

Explorations is a two-year high school program in partnership with the traditional high schools. It was initiated by educators and serves both regular and special ed students: At-risk, advanced placement, classic achievers and students who just want to try something different. Students come from the entire NW corner of CT. The school started out with 15 businesses in their School-to-Career Program and now have over 30 primarily small businesses. The mission of the founders is to create a public school that will cultivate a positive attitude towards life-long learning in an experiential, non-traditional educational setting. Explorations provides an environment that models interdependence as the foundation of society. Program emphasizes activities that foster acceptance of responsibility, decision making and problem solving skills. Motto is "Achieve through self-discipline." Students are given general exposure to work and careers, curriculum includes basic skills, college prep and context-based projects using materials that are pre-packaged and teacher developed. No business partners currently involved in governance, but perhaps in the future. Mentors evaluate the students based on the SCANS competencies. Although the curriculum is academic, rather than business informed, the school does have partnerships with several business in a school-to-career program. There is a focus on career exposure and the school is interested in having businesses become more involved in governance.

Business Linked Charter School Profile

State: Delaware

City/Town: Wilmington

Name of School: The Charter School of Wilmington

Career Orientation: Career Focused

Date Opened: 9/96

Grades: 9-12

Enrollment: 400

Setting: ●Urban Suburb Rural

% Free or Reduced Lunch: 10%

Contact Name: Ronald R. Russo

Telephone: (302) 651-2727

COMMENTS

The Charter School of Wilmington was founded by a consortium of six local companies—Bell Atlantic, Conectiv, DuPont, Hercules, Christiana Care Health System, and Zeneca. These chemical and communications companies, together with teacher, parents, and community leaders, founded the school on the premise of preparing a diverse student population for success in a fast-changing and highly demanding technological world. Using a curriculum based on mathematics, science and technology, the school sets high expectations for academic achievement, maintaining an environment conducive to learning and character development, and emphasizing the development of analytical and quantitative skills. The business consortium is involved in running this school in terms of governance and resources. They also help to integrate high standards into the management of the school and into the science and math focus of the curriculum. The companies are consistently involved in working with the school to expose the students to professional career information. The sponsoring corporations send their presidents and CEOs to speak with the students as well as host the required "shadowing/internship" program for all juniors. The school has a required dress-code for all students and staff. The academic curriculum is controlled by the teachers (content and method). The school uses four specific assessment methods to measure success: 1) Student performance (state assessments, standardized tests); 2) Parent Satisfaction (satisfaction surveys); 3) Company Satisfaction (the consortium rates the school's performance); and 4) Fiscal Responsibility (financial performance vs. budget).

Business Linked Charter School Profile

State: Florida
City/Town: Miami
Name of School: Liberty City Charter School
Career Orientation: Non-Career Partnership
Date Opened: 8/96
Grades: K-3 (adding 4 & 5 as students age)
Enrollment: 138
Setting: ●Urban Suburb Rural
% Free or Reduced Lunch: 75-78%
Contact Name: Katrina Wilson
Telephone: (305) 751-2700

COMMENTS

This school was founded by representatives of the Urban League, community leaders, and the Foundation for Florida's Future. One of the founders assisted in drafting and supporting charter school legislation in the state and wanted to open the school to prove that at-risk students could achieve. The governing board includes representatives of private industry, a local community college, and small businesses. The school looks to the board for assistance in overseeing operations, articulating the school's mission, and marshaling financial and product donations. The school's mission is to prove that students can learn at higher levels given a rigorous and challenging curriculum, small class size, strong parental involvement, dedicated staff, and a school that is held accountable for performance. The curriculum has a heavy character development component and targets inner city students. Governing board members and founders have regular interaction with students at the school acting as role models and surrogate parents and setting high expectations for behavior and achievement. The school measures success by attendance, academic achievement as measured by standardized tests, portfolios, and level of parent involvement. They are interested in building stronger linkages with the business community in order to develop better library resources, a science lab, and technology.

Business Linked Charter School Profile

State: Florida

City/Town: Pensacola

Name of School: Escambia Charter School

Career Orientation: Career Informed

Date Opened: 1996

Grades: 9-12

Enrollment: < 150

Setting: Urban Suburb Rural

% Free or Reduced Lunch: N/A

Contact Name: Dr. Boggs

Telephone: (850) 937-0500

COMMENTS

This school grew out of an alternative education program previously developed by the PIC of Escambia County and the local school district. The program was begun in 1993 to serve at-risk students and was funded by JTPA. Federal funding decreased and local and state funding took its place. When Florida passed state charter legislation in 1996 the school reached an agreement with the district to become a charter school. The school was formed by community individuals and the former alternative education staff as a non-profit organization. The mission is "to provide an alternative educational system that can aid at-risk students, preparing them academically, socially, and culturally to be responsible participants in our society." Instruction focuses on basic skills in reading, math and writing, and includes additional "soft skills" including self-esteem, responsibility, integrity, etc. The curriculum features traditional, credit linked class requirements ranging from english and math to life management skills, performing arts and career education electives. Students are required to achieve 75% mastery to earn credit in a course. Assessment of student mastery is done through objective tests, checklists, teacher observations, performance evaluation and product evaluation.

Business Linked Charter School Profile

State: Florida

City/Town: Sarasota

Name of School: Academy for Applied Training

Career Orientation: Career Informed

Date Opened: 8/97

Grades: 6-12

Enrollment: 80

Setting: ●Urban Suburb Rural

% Free or Reduced Lunch: N/A

Contact Name: Silvia Brown, Director, Mike Ingram

Telephone: (941) 351-7988

COMMENTS

This school was started as a joint effort of education consultants and the Easter Seal Society. They had 7 years of experience with a successful educational program for special education students and were interested in reaching a broader audience of students. With assistance from the state level charter school office, they successfully developed articulation agreements with two districts/counties and opened the school. Start-up activities included a series of focus groups to identify community interests. This information was fed into the planning process. One of the outcomes was the identification of a need for a middle school component that would encourage students to begin thinking in terms of a career prior to the high school years. The organizers of the school were surprised by the results of their student recruitment efforts, as 50% of the students were not special education students. They have made efforts to adjust the curriculum accordingly, while not losing their mission to focus on serving the needs of students with special needs. The school is located on the grounds of the Easter Seal complex and uses their facility to provide students with exposure to and job shadowing opportunities with employees who work there. Employees visit the school to talk about their jobs. The school is in the early stages of development and the curriculum and business partnerships are evolving. The governing board of the school consists of directors of Easter Seals, educators, attorneys and community members. The school plans to offer opportunities within career clusters that are linked to the labor market needs of the community. They plan to monitor the labor market and make adjustments to the curriculum as needed. The curriculum is linked to the Florida state "Sunshine Standards," and features integrated and applied instruction. Special education students seem to learn better through this method than through remediation. The school has not rushed into placing their students in internships in the community. They feel that it is important to fine tune their program to prepare students, and place students when they are truly ready. The school wants initial students to make a good impression that will help establish the reputation of the school in the business community.

Business Linked Charter School Profile

State: Illinois

City/Town: Chicago

Name of School: Perspectives Charter School

Career Orientation: Career Focus

Date Opened: 9/97

Grades: 6-10 (grades 11 & 12 to be added)

Enrollment: 120

Setting: ● Urban ○ Suburb ○ Rural

% Free or Reduced Lunch: 80%

Contact Name: Kim Day, Co-Director

Telephone: (312) 431-8770

COMMENTS

This school began as a small school within a school. A community organization called Business and Professional People in the Public Interest (BPI) became involved. Forty students were set up on internships in a mentoring arrangement. Members of the community organization eventually became members of the charter board. A range of business partners (including legal, financial, and medical service professions) currently provide internship opportunities which are selected based upon student interest. The school is founded on five guiding principles: 1) parental involvement, 2) integrated studies, 3) community engagement, 4) celebrating differences, and 5) a disciplined life. The basic skills curriculum of the school blends approaches which include an interactive math program from the University of Illinois. Students must have career plans in order to graduate, i.e., either enrollment in post-secondary education or employment. Internship experiences (made available through 60 current business partners) are documented in a student's field studies notebook. Businesses are surveyed to assess student performance during internships. A parent survey is currently under development. The school is working with Hull House to provide "7 Habits of Highly Effective Families" training at the school. Business partners play a guiding role in defining the mission of the school through heavy involvement in strategic planing (facilities, development, technology, money management) but are not involved in curriculum development. Students are encouraged to move beyond initial career exploration to identification of specific career clusters and specific career decisions if possible. Success is measured using the five principles described above: are parents engaged, are students academically challenged, are internships successful, do students treat each other with respect, are students living an ethical life and taking responsibility for their actions. Students participate in exit interviews at the completion of 8th grade and 12th grade to assess their communication skills.

Business Linked Charter School Profile

State: Louisiana

City/Town: Ville Platte

Name of School: ACE (Academic and Career Education) School

Archetype: Career Academy

Date Opened: N/A

Grades: 7/12

Enrollment: <200

Setting: Urban Suburb Rural

% Free or Reduced Lunch: N/A

Contact Name: Marvelyn Harris, Principal

Telephone: (318) 363-1311

COMMENTS

The mission of the A.C.E. School is to prepare students for a productive and meaningful future. Our challenges are to develop, implement, and assist each student with an educational plan to meet his or her needs by fostering a real dream for a future and the ability to set goals for a life long career, occupation, or task. We will encourage them to address their special needs, fulfill their academic requirements, develop high standards and assume responsibility for their own actions, and meet the demands of an ever changing world.

Business Linked Charter School Profile

State: Michigan

City/Town: Dearborn

Name of School: Henry Ford Academy

Career Orientation: Career Informed

Date Opened: 8/97

Grades: 9-12

Enrollment: 100 (9th grade students) 400 in year 2000

Setting: Urban ●Suburb Rural

% Free or Reduced Lunch: N/A

Contact Name: Wendy Pittman, President

Telephone: (313) 982-6200

COMMENTS

School began as a collaboration between Ford Motor Company, henry Ford Museum and Greenfield Village, along with Wayne County RESA. The goal for student recruitment is to represent the demographics of Wayne County including a proportionate number of disadvantaged students - all students from Wayne County who are attending 9th grade are eligible to attend the Academy (includes Detroit). School setting is suburban, students are from both urban and suburban areas. The genesis of the school came from the business community. Ford Motor Company's interest in charter schools married to Public School (RESA) interest in developing a pilot program. Greenfield Village and Museum is a non-profit agency partner. Planning began in 1996. The core mission of the school is to develop graduates who are ready for anything - college, skilled trade apprenticeships or jobs in the global, technological workplace. The school offers "a full curriculum through the lens of manufacturing arts and sciences." The school uses applied contexts to teach academic and work-world relevant skills and contexts. The curriculum is academic/college prep with context-based business projects. It was developed by teachers with the help of an outside curriculum specialist and is both unique to the museum and business settings and existing curriculums. The business partner provides texts, materials, hands-on activities for the curriculum and access to the latest technologies in communications and computers and applications to real-world problems. The learning standards are academic competencies set by the state. Core academic subjects are taught enhanced by manufacturing arts applied contexts and addition of key soft skills demanded in today's workforce (teamwork, communication, etc.) Internships and job-shadowing are part of the academy structure, as well as learning classrooms that are on-site in non-profit manufacturing/ museum environments. Business partners play a guiding role in defining the mission of the school. Success is achieved if students "have the academic foundation to pursue further learning, engage competently and actively as citizens and community members, and are innovative, responsible and committed members of the workforce." The school is learning about building stronger linkages with business through their experience with current partners. They may reach out to additional partners in the future. Student experience and outcomes will demonstrate the success of their business linkage. Henry Ford Academy is a high-profile charter school with a very attractive program and set of partners that has led to high interest among eligible students. Enrollment is by lottery from applicants, and demand has exceeded supply of slots considerably.

Business Linked Charter School Profile

State: Massachusetts
City/Town: Boston

Name of School: City on a Hill Charter School

Career Orientation: Career Informed

Date Opened: Fall 1995

Grades: 9-12

Enrollment: Under 200

Setting: ●Urban Suburb Rural

% Free or Reduced Lunch: 45%

Contact Name: Sarah Kass

Telephone: (617) 262-9838

COMMENTS

Mission:
"We emphasize academic achievement, citizenship, teacher leadership, and public accountability. We seek to graduate responsible, resourceful, and respectful democratic citizens prepared to advance community, culture and commerce, and to compete in the 21st century."

Instructional Overview:
They have a rigorous academic program that emphasizes the core, basic subjects. There is a strong focus on citizenship: civility, participation and engagement. They wear uniforms and participate in weekly school Town Meetings. Students are required to perform service internships in the community.

Assessment:
The community holds City on a Hill accountable for results. Progress toward achieving the competencies (core subjects as well as public speaking, critical thinking and analysis, working knowledge of a second language, technology, and physical fitness) is measured each spring by citizen juries.

Partnerships:
City on a Hill has several partners they work with varying from the YMCA where they are housed to local museums, theaters, and universities which work with the students and faculty. They had over 50 organizations host their interns last year including several government offices, medical center, legal offices, and nespapers.

Business Linked Charter School Profile

State: Michigan
City/Town: Detroit
Name of School: Detroit School of Industrial Arts
Career Orientation: Career Focus
Date Opened: 9/96
Grades: 9-10 (adding 11 & 12 as students age)
Enrollment: 230 (450 by year 2000)
Setting: ●Urban Suburb Rural
% Free or Reduced Lunch: N/A
Contact Name: Tyla Wells
Telephone: (303) 207-1534

COMMENTS

The idea for this school was initiated in 1995 when the Governor approached the President of Complete Business Solutions, Inc. (CBSI) and suggested that they look into starting a charter school. CBSI is a primary partner but does not own the school. An educational management company (SchoolHouse) has total operational responsibility for the school, although the school itself is a non-profit entity. Midas have been involved in the development activities as well as non-profit organizations including Focus Hope and Michigan Future. The school services disadvantaged students as a byproduct of their location, but they do not specifically target that population. The school seeks to prepare students for industry specific jobs, including automotive, computers, and manufacturing. The first two years of schooling focus on basic skills, the second two years are business specific. The school uses pre-packaged curriculum materials and also hired an outside curriculum specialist. Business partners outline key skills and attitudes that are needed for job readiness. CBSI also recommended and help provide instructors in the computer industry. CBSI will take an active role in developing the computer curriculum. The curriculum is designed to address the academic competencies set by the state and will focus on industry specific skill standards and occupational certifications. Internships will be offered next year when students enter 11th grade. Business plays an advisory role in governance, supports the school with donations, and visits the school to provide information about careers. The school has been working with an outside consultant to develop employer assessment tools and teacher assessment tools to evaluate employability skills. Systems for tracking alumni outcomes are currently under development. Obtaining structured internships, entry level employment opportunities, and equipment are continuing challenges. The school monitors its linkages with business by evaluating their participation on the governing board and by actively seeking feedback from business partners. The school was featured at this year's NACFAM (National Coalition of Advanced Manufacturing) Conference in Washington, D.C. as a school with an innovative approach to teaching manufacturing skills and standards. The success of DSIA has prompted business coalition partners to open another school (Western Technical Academy) on the west side of Detroit in the fall of 1997 where the same curriculum will be used.

Business Linked Charter School Profile

State: Michigan

City/Town: Detroit

Name of School: Heart Academy

Career Orientation: Career Preparation

Date Opened: 9/97

Grades: 11-12

Enrollment: 57

Setting: ● Urban Suburb Rural

% Free or Reduced Lunch: 40%

Contact Name: Mary Shrocki

Telephone: (313) 371-5878

COMMENTS

The school was originally organized through joint efforts of St. John's Hospital and Detroit Medical Center and community leaders. The school uses the Synergy Training Solutions immersion curriculum model. Business partners share a commitment to health careers and work as a cohesive unit supporting development of the school. Synergy brought together instructional designers, hospital clinicians, and other consults to develop a curriculum tightly linked to industry specific skill standards. Teachers creatively adapted the curriculum into an immersion environment which simulates a hospital in terms of workplace behavior expectations and skill sets. Sponsors do not promise jobs to graduates, however the curriculum is structured so that students who develop the offered skill sets should be highly competitive for employment or entry into technical training opportunities. The curriculum includes classroom work interspersed with four separate weeks of exposure to actual work-based environments. Classroom instruction integrates basic skill development with academic course work. The school has negotiated collaborative agreements with local community colleges for selected students. Business donates equipment. Eleventh graders participate in job-shadowing experiences and move on as 12th graders to longer clinical experiences. Seniors spend three days per week at the school and two at the workplace. The school seeks feedback from employers to identify employability skills as a curriculum area in need of further development. Students earn certification in CPR, First Aid, Emergency First Response. Eleventh graders earn Nurse Aid certification. More advanced certifications require post-secondary training. The school actively solicits feedback from parents and business, conducting periodic satisfaction surveys and adjusting their curriculum accordingly. Follow-up information on student outcomes will be systematically collected. As the governing board becomes more comfortable with their role, it is hoped they will expand their efforts to include identification of new strategic planning opportunities.

Business Linked Charter School Profile

State: Michigan

City/Town: Detroit

Name of School: Michigan Health Academy

Career Orientation: Career Academy

Date Opened: 9/96

Grades: 11-12

Enrollment: 80

Setting: ●Urban Suburb Rural

% Free or Reduced Lunch: 14%

Contact Name: Christine Tooley

Telephone: (734) 284-4569

COMMENTS

The school was originally organized through joint efforts of The Henry Ford Health System and Oakwood Health Care and community leaders. The school was founded by Synergy Training Solutions who developed the integrated health career curriculum. Business partners share a commitment to health careers and work as a cohesive unit supporting development of the school. Synergy brought together instructional designers, hospital clinicians and other consults to develop a curriculum tightly linked to industry specific skill standards. Teachers creatively adapted the curriculum into an immersion environment which simulates a hospital in terms of workplace behavior expectations and skill sets. Sponsors do not promise jobs to graduates, however, the curriculum is structured so that students who develop the offered skill sets should be highly competitive for employment or entry into technical training opportunities. The curriculum includes classroom work interspersed with four separate weeks of exposure to actual work-based environments. Classroom instruction integrates basic skill development with academic course work. The school has negotiated collaborative agreements with local community colleges for selected students. Business donates equipment. Eleventh graders participate in job-shadowing experiences and move on as 12th graders to longer clinical experiences. Seniors spend three days per week at the school and two at the workplace. The school seeks feedback from employers to identify employability skills as a curriculum area in need of further development. Students earn certification in CPR, First Aid, Emergency First Response. Eleventh graders earn Nurse Aid certification. More advanced certifications require post-secondary training. The school actively solicits feedback from parents and business, conducting periodic satisfaction surveys and adjusting their curriculum accordingly. Follow-up information on student outcomes will be systematically collected. All 47 seniors are expected to graduate this year.

Business Linked Charter School Profile

State: Michigan

City/Town: Grand Rapids

Name of School: Academy of Health and Science

Career Orientation: Career Focus

Date Opened: 8/97

Grades: 7-8 (adding one grade each year to 7-12 total)

Enrollment: 15

Setting: ●Urban Suburb Rural

% Free or Reduced Lunch: 0%

Contact Name: John Longcore

Telephone: (616) 365-9970

COMMENTS

This school opened in the fall of 1997 and will add a grade each year. Members of the business community initiated the idea educating students in health careers. The Academy of Health and Sciences is committed to providing high quality academic education for students. It seeks to maximize personal and development through a comprehensive innovative program that integrates career development throughout the curriculum. Malone Management Company provided the start-up funding and funds for a building for the school. It also runs Grand Rapids Educational Center which is an adult technical college like program. The Center shares library resources and medical field resource people with the school. The school attracts a cross-section of the student population which the founders believe is healthy because it sets the stage for the reality of the diversity of teams in the workplace. The school is in the early stages of creating workplace learning opportunities for students. The career preparation curriculum is in the early stages of development. Students entering 9th grade will take a health/careers curse and visit a local hospital to explore career options. In the future, additional field experiences will be developmental in nature, becoming more specific skill based as students progress to higher grades. The management company provides administrative services and assists in external relationships with foundations, etc. The local School District provides professional development services and assists in student assessment and curriculum development. A nurse from the area will help develop the health curriculum. Business people serve on two governance committees and function in an advisory capacity. The career direction and guidance students receive is developmental as students move through the grades, beginning as exposure to careers and moving eventually to specific career path choices. The school measures success by being responsive to the needs of students and it aspires to be a leader in Health and Science education with high academic standards. The school will integrate career studies with a focus on health topics. Teaching students to be effective members of dynamic work teams is a high priority.

Business Linked Charter School Profile

State: Michigan
City/Town: Grand Rapids

Name of School: Western Michigan Academy for Hospitality Services

Career Orientation: Career Focus

Date Opened: 9/95

Grades: 10-12

Enrollment: 50

Setting: ●Urban Suburb Rural

% Free or Reduced Lunch: 80%+

Contact Name: Pat Sandro

Telephone: (616) 895-3029

COMMENTS

The school was originally organized through joint efforts of several prominent restaurant owners in the Grand Rapids area who were looking for non-college bound students interested in jobs in the hospitality/food service industry. The student body that responded to the recruitment campaign was not what the business partners expected. A large percentage were at-risk students who had such pressing social and personal problems that they weren't ready for career preparation. The school had to bring in counselors and other social service personnel, which ran up expenses well above anticipated operational costs. There was high staff and administrative turnover and the business partners became so discouraged with the gap between their original mission and the operational problems they encountered that they considered closing the school. The crisis eased when the chartering entity, Grand Valley State University, helped arrange for Grand Valley Public Schools to provide counselors and other student support services. Since that time, the school has gradually been absorbed by the district and business involvement has decreased substantially. The original curriculum was based on the National Restaurant Association curriculum which business founders planned to supplement with context based projects and basic skill development materials. However, the initial turmoil within the school distracted teachers and administrators from pursuing the original educational mission of the school and the tightly linked curriculum was abandoned in favor of a blend of pre-packaged and teacher developed materials. Success is linked to student outcomes and degree of business involvement. To date, the school has 18 grads, five of whom continued in post-secondary culinary arts education. Recent developments suggest that the original business partners are planning to rekindle their interest in the charter school using a proposal to create an Industry Council closely aligned with the hospital business community.

Business Linked Charter School Profile

State: Michigan

City/Town: Howell

Name of School: Livingston Technical Academy

Career Orientation: Career Preparation

Date Opened: 9/95

Grades: 11-12

Enrollment: 26

Setting: Urban Suburb ● Rural

% Free or Reduced Lunch: N/A

Contact Name: Linwood Hibbard

Telephone: (517) 545-0828

COMMENTS

This school was organized by a group of local manufacturers who were inspired by the Governor's charter school initiative. Several CEOs began to collaborate with a state senator and local superintendent, however, educators relinquished control to business partners and later left the project entirely. The school is administered by a management company. The primary manufacturing base of the community consists of suppliers to the "Big Three" auto industry, including plastics and metals, however, representatives from other non-auto related industries have been actively involved. EDS helped develop a general curriculum which is linked to the academic competencies set by the state and includes higher level academic coursework in math and technology. A technical instructor helped develop the curriculum using national skill standards, skill lists and information from a local community college. The curriculum is integrated into manufacturing-context based projects. The school itself provides foundations learning with job specific learning provided through internships. Initially, the curriculum was designed to be job specific, but the current trend is toward a broader approach to job preparation. Beginning students take courses which define the scope of manufacturing/technology careers. Students are encouraged to chose a management or technology track. Seniors select among four instruction pathways and are exposed to career options within each track in structured internships. Work on a credentialing process is part of the school's strategic planning agenda. Classroom performance is evaluated using authentic assessments. Employability skills are assessed both in the classroom and in the workplace using a SCANS inspired check list. The school uses a continuous improvement process with input from business partners incorporated into subsequent curriculum development. Business partners are surveyed informally to assess their satisfaction with the program. Business partners are also actively involved in governance, serving on several committees, and participating in a new comprehensive strategic planning initiative.

Business Linked Charter School Profile

State: Michigan	City/Town: Pontiac	**COMMENTS**
Name of School: New Directions Institute		This school was initiated by the Oakland Livingston Human Service Agency (OLHSA) in partnership with Midas, Michigan Future, the Associated Builders and contractors, and Head Start parent representatives. OLHSA writes grants for NDI programs and NDI subcontracts to OLSHA for student support services. The school setting is highly structured and intimate to meet the needs of at-risk, low-income, drop-out students. The school initially offered two career options, construction and automotive. Allied health, manufacturing technology, and applied technology (computer skills) are being added. An internship program that has been designed by Honda 4-H, and Cornell University will begin in Fall '98. The education management company (LEONA) which runs the school has full responsibility for operating the school. The mission of the school is to provide students from low income families with a stable school support system in which they can receive hands on training, identify a career path, and receive a diploma, opening up options they did not have before entering the school. Students have job mentor/shadowing experiences. Students are encouraged to think in terms of a career rather than just a job. The school adheres to academic standards set by the state, and currently offers three certifications (automotive). Employability skills are woven throughout the curriculum. Three social work interns provide guidance counseling for students. Business partners play a guiding role in the school's development, identifying curriculum needs which inform the school curriculum as well as the grant writing process. Business linkages are considered to be working well when board members attend meetings and businesses are responsive when called to assist the school and when they provide contacts within their own industry. School Board members include representatives of building trades union, business partners, educators, community volunteers, and OLSHA Governing Board. Funding has included private foundations, Michigan Jobs Commission, and the Oakland School to Work Partnership.
Career Orientation: Career Academy		
Date Opened: 1/97		
Grades: 9-12		
Enrollment: 75-80		
Setting: ● Urban Suburb Rural		
% Free or Reduced Lunch: approximately 50%		
Contact Name: Gregory C. Piazza, MSA Dev. Mgr. OLHSA		
Telephone: (248) 209- 2645		

Business Linked Charter School Profile

State: Michigan

City/Town: Port Huron

Name of School: Academy for Plastics Manufacturing & Technology

Career Orientation: Career Preparation

Date Opened: 9/96

Grades: 11-12

Enrollment: 83 (expected to double next year as students age)

Setting: ●Urban Suburb ●Rural

% Free or Reduced Lunch: N/A

Contact Name: Fred Stanley

Telephone: (810) 364-8990 x 317

COMMENTS

Prior to the creation of the Academy, the Intermediate School District (ISD) offered a class in plastics injection molding. However, in 1992, at the recommendation of industry advisors, the program was eliminated because it did not produce completers capable of performing at industry levels. A charter school format was used to rekindle the effort, offering business a greater opportunity to get involved in the development process. The program is now geared to a higher level "pre-engineering" focus. The Academy is financed with "added cost" dollars for career and technical education and receives grant funds. The ISD has a charter school millage. The local school district gets full state dollars and supplies core curriculum components. The Academy is open to all students, but marketing materials state that the program is academically rigorous with algebra, geometry, and chemistry recommended prior to enrollment. All of the Academy's corporate partners are active members of the plastics manufacturing industry's education committee (SPI). Two of the Academy's Board of Trustees members chair SPI educational committees, one at the state level and one at the national level. Currently the committee is developing industry standard certificates and national standards. The Academy is currently using locally developed curriculum but hopes to become a test site for the SPI curriculum. Corporate employees, including Human Resources people and engineers, etc. actively recruit new students by visiting schools to speak with students who have expressed an interest in the program. The Academy Board of Trustees make all policy, staff, and financial decisions. Students focus on meeting industry specific skill standards and explore career options while learning specific process technology skills. Corporate partners leverage donations from manufacturers of equipment used in the plastics industry. Partners provide work-based learning opportunities for seniors.

Business Linked Charter School Profile

State: Michigan

City/Town: Saginaw

Name of School: Academy for Technology & Enterprise

Career Orientation: Career Preparation

Date Opened: 1972 (conversion to charter 1995)

Grades: 11-12

Enrollment: 501

Setting: ● Urban (50%) Suburb ● Rural (50%)

% Free or Reduced Lunch: N/A

Contact Name: Julie Walker

Telephone: (517) 797-4843

COMMENTS

This school opened as a career center in 1972 and converted to charter school status in 1995 in response to the Governor's speech which emphasized the use charter schools to increase business involvement education. The school currently has links with hundreds of businesses (automotive, construction, medical services, and small business) and conducts five year studies to review their activities. The mission of the school is to provide, in partnership with business and labor, career and technical education that will develop individuals who are sought by local, state, national, and international employers and post secondary training and educational organizations. Total quality learning and a continuous improvement process create the foundation of the instructional program. The program is designed to give students exposure to careers and prepare them for specific careers they choose. Students must select a specific career when they enter the program. The curriculum is business-skill based with context-based business projects. Each program has an advisory committee composed of business partners. National skill standards are used. The Dacum process, in which the school actively seeks information from business and industry to develop their workplace curriculum, is used on a regular basis. The school subcontracts with local schools to provide instruction geared to state academic competencies. Business partners set learning standards for student achievement. The school is continually searching for and developing tools to measure workplace performance and currently uses the ACT "Work Keys" instrument to measure SCANS competencies. Employers bring work world projects and information to the school and also visit 9th and 10th graders in other schools to recruit for the school. Employers are active in school governance and are involved in policy making. The school measures quality using twenty characteristics developed through a partnership with Consumers Energy. The school views business as their main customer and conducts surveys on a regular basis to measure perceptions of the program. The school improvement plan includes future design and implementation a tool to evaluate student on-site job performance.

Business Linked Charter School Profile

State: Michigan

City/Town: Taylor

Name of School: Michigan Automotive Academy

Career Orientation: Career Preparation

Date Opened: 9/95

Grades: 10-12

Enrollment: 103

Setting: Urban ● Suburb Rural

% Free or Reduced Lunch: N/A

Contact Name: Tyla Wells

Telephone: (313) 522-9510

COMMENTS

Educators from Mo-Tech (a proprietary school) opened the school in 1995. The Automotive Service Association of Michigan was a co-founder but no longer sits on the governing board. Other business support has come from Valvoline, Firestone, Midas, and a group of independent automotive service stations. An educational management organization (SchoolHouse) is responsible for the entire school operation. Students are prepared for Industry Specific (automotive) jobs in an immersion setting. Teachers have developed the curriculum using national skills standards and use highly integrated, context-based instructional strategies. The school serves the general population with no particular focus on at-risk youth. Business partners assist the curriculum development process by providing outlines of requirements for certifications in specific automotive content areas. The school has been working with an outside consultant to develop several data collection instruments including an employer assessment tool to evaluate on-site student performance and a teacher assessment tool to evaluate employability skills. Systems for tracking alumni outcomes are currently under development. The school is interested in developing more work opportunities and must soon find a new facility to house their classroom and automotive/shop components. Obtaining structured internships, entry level employment opportunities, and equipment are continuing challenges. The school monitors its linkages with business by evaluating their participation on the governing board and by actively seeking feedback from business partners.

Business Linked Charter School Profile

State: Minnesota	City/Town: St. Paul	**COMMENTS**

Name of School: City Academy

Career Orientation: Career Focus

Date Opened: 9/92

Grades: ungraded (ages 15-21)

Enrollment: 84

Setting: ●Urban Suburb Rural

% Free or Reduced Lunch: 90%+

Contact Name: Milo Cutter

Telephone: (612) 292-6511

COMMENTS

Educators with previous experience developing a similar project approached the mayor with the idea of opening a charter school. The mayor helped arrange a formal presentation to the CEO of Northern States Power Co., who agreed to underwrite start-up costs. The school operates in a building rented from the city at reduced cost. Rather than targeting specific industries or job clusters, teachers strive to help students identify areas of vocational interest and explore related career options. The mix of occupational title interests is representative of the diversity of occupations found in the community at large. Small group instruction features a common lesson format with individualized assessments that take into account a wide range of ability levels. Content area lessons are taught using context based instructional strategies organized around work related themes. Mastery of basic skills is assessed twice per year using the Test of Adult Basic Skills. As students identify emerging areas of occupational interest, the school develops career ladder information, locates related work-based learning experiences, and arranges for paid internships. Students who progress in terms of choosing a specific career focus are given opportunities to develop closer links with business sponsors. Every five weeks teachers conduct group assessments of each student. The school's job coordinator conducts regular site visits, using specific criteria to assess student performance: ability to learn skills, reliability, communication skills, initiative, etc. Using information on student performance gathered from employers, teachers customize instruction for individual students, emphasizing communication skills and daily coping skills. Business partners are recruited only when needed to fill a student's specific career exploration needs. Continued participation by area business people, marked by a willingness to accept additional new students and the development of mentor relationships between older students and employers, are viewed by the school as measures of their success in building meaningful community partnerships.

Business Linked Charter School Profile

State: Minnesota
City/Town: Minneapolis
Name of School: Minnesota Transitions Charter School
Career Orientation: Career Focus
Date Opened: 7/96
Grades: K-12
Enrollment: 154
Setting: ●Urban Suburb Rural
% Free or Reduced Lunch: 62%
Contact Name: Darlene Leiding
Telephone: (612) 728-8915

COMMENTS

Planning for the school began in 1994 when a group of businesses shared an opinion that college students were finishing school with academic skills but inadequate business and communication skills. The school had to shift its emphasis from an academic focus toward a job skill focus due to the population of students that have enrolled in the school and their specific educational needs. A business collaborative, which includes a wide array of businesses, plays a guiding role in defining the mission of the school. The Business Education Economic Foundation has a working relationship with the school and the school sends a percentage of their students (reported as a benchmark for continuing charter status) to a summer program sponsored by the foundation. The core mission of the school is "School-to-Work." Students are given general exposure to the world of work and careers and have access to basic skills, academic/college-prep, and context-based business project instructional programing. Curriculum materials are teacher developed with assistance from a Technical College consultant who is developing work-based learning programs. The school plans to become a Minnesota High Standards school with a business focus. All standards will have a business focus and will be taught in an applied context. Learning standards and assessments are industry specific, i.e., "developed in collaboration with what the business community wants." Work based experiences are highly structured and tightly linked to the school curriculum. All students do 40 hours of service learning. The school helps students find jobs and students receive job retention training. Students receive career-related direction in the form of exposure to career options. Success is measured by job readiness skills, teamwork, cooperation. Academic credentials are not necessarily a measure of success at this school. The school actively seeks out feedback from the business community, sending an evaluation sheet developed with the business community. The school also receives feedback from the business collaborative and gets evaluations back from work-based supervisors.

Business Linked Charter School Profile

State: Minnesota	City/Town: Minneapolis

Name of School: Skills for Tomorrow Charter High School

Career Orientation: Career Focus

Date Opened: 3/94

Grades: 10-12

Enrollment: 75

Setting: ●Urban Suburb Rural

% Free or Reduced Lunch: 61%

Contact Name: Tess Tiernan

Telephone: (651) 647-6000

COMMENTS

This school began as a cooperative effort of the Teamsters and Teamsters Service Bureau, the Minnesota Business Partnership, a Professor from the University of Minnesota College of Education, and the Rockford School District. A representative of the Teamsters was actively involved in worker retraining programs and understood the requirements of the "new workplace." Rather than targeting specific industries or job clusters, teachers strive to help students identify areas of vocational interest and explore related career options. Business partners are very supportive of the school's professional staff and gave the head teacher freedom to design an appropriate curriculum. The curriculum is multi-disciplinary and experiential with a focus on basic skills. Content area lessons are taught using context-based instructional strategies organized around work-related themes. The school uses the Test of Adult Basic Education to assess mastery. Every student is encouraged to take at least one college class prior to graduation. Students are introduced to the workplace in three phases. In phase one the student has a job shadowing experience. Phase two is a required "service learning" component in a non-profit setting. Phase three is a more formal Internship experience. During phase three students spend two days at the school and three days in structured, field based work settings. Throughout the process, students are encouraged to "find their passion," to think about areas of occupational interest, identify areas of high interest and actively pursue career goals and interests. Student performance is assessed using SCANS and ACT's "Work Keys." These assessment strategies link to the school's curriculum and with a SCANS-based professional development program which is provided to teachers by Advanced Spectrum. All students develop portfolios which must be presented to a panel of business people who decide if the student is ready to graduate. Currently, the school is linked with many businesses in various ways. The school would prefer to move toward developing closer linkage with a single company or small group of companies.

Business Linked Charter School Profile

State: New Jersey

City/Town: Sparta

Name of School: Sussex County Charter School for Technology

Career Orientation: Career Informed

Date Opened: 9/97

Grades: 7-8

Enrollment: 50

Setting: Urban Suburb ●Rural

% Free or Reduced Lunch: 8-10%

Contact Name: Thomas McCloskey

Telephone: (973) 383-6700

COMMENTS

The Sussex County Charter School for Technology seeks to "provide an educational environment which will enhance academic learning opportunities through the integrated use of available technologies. A program structured around a small class size, a dynamic and integrated curriculum which has been aligned with the New Jersey Core Curriculum Standards, and the infusion of technology, will serve to stimulate students enthusiasm and interest in the learning process. Students will have the opportunity to become active learners through the practical application of concepts and theories discussed in each of the academic areas. These practical applications will provide the students with an opportunity to experience their learning. This program provides for a structured learning experience which will emphasize the development of the adolescent learner, promote social and emotional maturity, and also provide the skills needed for a smooth transition form the elementary phase of the educational process to the secondary phase, and eventually to the world of work." The school is partnered with/working in conjunction with the Sussex County Technical School. The technical school houses the charter school and provides an array of shared services, including transportation, health services, and guidance services. The students will have access to computer labs, the Internet, CD-ROM research capabilities, and both satellite television and interactive television facilities. The curriculum at the school involves both academic exploration and technological application of the theories/concepts covered. A team-teaching approach, integration of technology, and modified scheduling provide students with a comprehensive educational experience. Collaboration between the charter school team and the technical teachers/specialists ensure that the application of the technology is in line with the curriculum and New Jersey's Core Curriculum Content Standards.

Business Linked Charter School Profile

State: New Mexico

City/Town: Portales

Name of School: Broad Horizons Educational Charter

Career Orientation: Career Focus

Date Opened: 1992 (conversion to charter 1994)

Grades: 9-12

Enrollment: 140-155

Setting: Urban Suburb ●Rural

% Free or Reduced Lunch: 90%

Contact Name: Alta Elder

Telephone: (505) 356-4303

COMMENTS

This school was originally organized by educators as an alternative school and was converted to charter status in 1994. A Job Core employee began the alternative school initiative and build community support for the effort, persuading local social service agencies, the local Chamber of Commerce, and other area businesses to assist in the planning process. Students come from a wide geographic area including students from a "reintegration center" for juvenile offenders as well as pregnant teens. The curriculum was designed by teaches with assistance from Eastern NM State University Business partners offered suggestions to inform the development of vocational elective courses and employability skills. A local service organization provides on-going support in the form of workshops that focus on communication skills and donates money to purchase work uniforms, books, and scholarships. With limited economic development in the area, business partnering opportunities are relatively limited. Many students aspire to obtain a high school diploma so they may enter the military. Others leave the area to find work. Primary employers are a cannery and dairy operations with the remainder of the economy focused on small business and related services. Freshmen are introduced to careers through job shadowing. Older students benefit from work-based learning that is introductory and exploratory. Service learning opportunities are available and may be required in a few years. Employers are asked to provide feedback on student performance. Arrangements between school and employers are informal and based on verbal agreements and understandings. Business partners support the school with financial and product donations and participate in career days. Students demonstrate mastery with a portfolio and may take Tech Prep courses at a local community college. Students are encouraged to pursue their goals, whether that means military, employment, or post-secondary education. The school is involved in an 11 district consortia of schools sharing Broad Horizons' commitment to developing a stronger curriculum and more adequate assessment instruments.

Business Linked Charter School Profile

State: South Carolina

City/Town: Charleston

Name of School: Education Redirection

Career Orientation: N/A (the school does not have business partnerships)

Date Opened: 9/97

Grades: 6-12

Enrollment: 140

Setting: ●Urban Suburb Rural

% Free or Reduced Lunch: 98%

Contact Name: Jim Ring

Telephone: (803) 722-5480

COMMENTS

Education Redirection provides an alternative to incarceration for disadvantaged and delinquent youth. The school works to keep youth out of jail, helps them reach grade-level achievement, and then places them back into regular schools. Currently, the school does not have a business partnership, but is desperately looking to form one/many in the near future. They are seeking to provide increased awareness of work world expectations for their students. The school is looking for donations, work-based learning opportunities, community relationships, and supportive services. In terms of governance, the school would like to businesses to play and advisory role. We included Education Redirection in our interviews to profile schools that are seeking this type of business relationship and theses types of services.

Business Linked Charter School Profile

State: Texas | City/Town: Irving

Name of School: Renaissance Charter School

Career Orientation: Career Informed

Date Opened: Fall 1996

Grades: 7-11 (adding 4, 5, 6, 12 next year)

Enrollment: 500 As of: May 1998

Setting: Urban ●Suburb Rural

% Free or Reduced Lunch: 29%

Contact Name: Laurie Simms

Telephone: (972) 258-1198

COMMENTS

Renaissance Charter School has been partnered with businesses in their community for about a year. After securing business partnerships through advertising in the community, networking with family and friends, and approaching specific businesses, financial, manufacturing, computer, and retail businesses now make up an employer band of approximately 20 businesses that the school utilizes to provide internships for the students.

Every student must complete an internship in order to graduate. There are two options for completing this requirement. Plan A is working 15 hours a week throughout the school year. For students who do not have the flexibility in their school schedules to fit in an internship, Plan B is designed for students to complete 200 hours of work over the summer. Each student must interview for their position and the majority of the students are paid. All students are evaluated by the employers. These internships were designed to give students exposure to the world of work and careers and to prepare students for the future.

Renaissance Charter School has recently been selected by the Texas Education Agency as one of 10 schools to pilot the REAL Program. Students will create for-profit businesses while they attend school. The students will work with faculty, staff, and businesses to create a design, publishing, and graphics.

Business Linked Charter School Profile

State: Texas

City/Town: McAllen

Name of School: One-Stop Multiservice Charter

Career Orientation: Career Informed

Date Opened: September 1996

Grades: Pre K, 3, 4, 5, 9-12, GED

Enrollment: Approx 200 As of: May 1998

Setting: ● Urban Suburb Rural

% Free or Reduced Lunch: Approx 99%

Contact Name: Aguie Pena or Georgia Vigil

Telephone: (956) 519-2227

COMMENTS

One-Stop Mulitservice Charter School has created a co-op program where students can elect to enroll in the Leaders/Mentors Program. When enrolling in the program, the students are responsible for attending a class on employability skills (interview skills, telephone skills, professionalism, etc). They must attend the class in order to go to their work site. The students work 20 hours a week for 9 weeks where they can earn 3 units of elective credit. The students do not receive any pay for their services. The students are evaluated every moth and also are observed by the school program coordinator in order to receive their grade.

The school is partnered with a law firm, an insurance company, a mortgage company, home-health service, a band a fire department, and a pre-school. The students are responsible for clerical duties at these sites.

Business Linked Charter School Profile

State: Wisconsin

City/Town: Beaver Dam

Name of School: Beaver Dam Charter School

Career Orientation: Career Focus

Date Opened: 1/95

Grades: 6-12

Enrollment: 140

Setting: Urban Suburb ●Rural

% Free or Reduced Lunch: N/A

Contact Name: Don Smith

Telephone: (920) 885-7312

COMMENTS

The school began as a cooperative effort between parents, educators, police, social services, private health care providers, and the Chamber of Commerce. The plan was developed in response to a felt need to address the learning needs of a population of students who were dropping out of traditional public education. There were insufficient funds to implement the school plan so a public bond referendum to support the school was developed and passed. The school opened shortly thereafter. The curriculum includes the PASS program (packaged learning), NovaNet, and computerized remediation software known as "success maker." The John Deere Co. developed and presents an instructional component about the world of work. The primary industry in the community is metals and related industries, welding, and assembly, but the curricular focus of the school is not tightly linked to specific jobs within the industry group. Students learn from occasional work-based experiences and receive instruction on job seeking and job keeping skills. The school identified these as necessary precursors to specific career path decision making. Business partners serve in an advisory capacity and provide feedback on work-site based performance using a "job readiness" profile instrument. The curriculum focuses on three main areas, academic, employability, and personal/social skills such as conflict resolution, accepting criticism, etc. The school selected faculty who could successfully interact with at-risk students and has integrated information from national conferences about the specific needs of this population. Students must satisfy 11 criteria to graduate including academics, applied life, employability, computer literacy, health, civics, community service, portfolio development, a research paper focusing on a career, career plan and portfolio presentation. Follow-up surveys are done to evaluate student success. Social/personal growth is measured using a self-disclosure inventory. Parents are surveyed to assess their view of the school. The school's "positive termination rate" is 90%. Students who do not finish the entire program, but who terminate to employment are also considered positive terminations.

Business Linked Charter School Profile

State: Wisconsin	City/Town: Appleton

Name of School: Appleton Central Alternative School

Career Orientation: Career Informed

Date Opened: 2/96 (conversion 12/96)

Grades: 10-12

Enrollment: 95

Setting: ● Urban Suburb Rural

% Free or Reduced Lunch: 25%

Contact Name:

Telephone: (920) 832-7074

COMMENTS

This school began as an alternative program for at-risk youth in the public school district. A school committee developed the program thinking that the specific target population needed a reduced academic schedule coupled with work responsibilities. Business partners offer a mentor program and the school collaborates with the local community college. Some students already have jobs when they enter the program. The school has a work experience coordinator who helps arrange jobs ranging from telemarketing to fast food and assembly. The curriculum is organized into content areas using teacher developed and pre-packaged materials including NovaNet. Instruction is not context-based, although teachers "use a different vehicle for delivery" emphasizing relevance. The goal of the program is to have students transfer back to the traditional high school for graduation. The Private Industry Council (PIC) has been active in helping develop work programs. Charter funds have been used to develop courses. Assessment of student internship experience is informal, based on ongoing contact between school and employer. Businesses also send representatives to the schoool to talk about work projects and requirements. Business is not involved in school governance. Career-related guidance and direction focuses on teamwork, interview skills, resume writing, anger management, money management, budgeting, independent living skills, and a career survey. The school measures success in terms of whether students are gainfully employed. To continue in the program students must have a part-time job. Future plans to improve the program include more Job Shadowing opportunities and increased communication with employers.

Business Linked Charter School Profile

State: Wisconsin
City/Town: Madison
Name of School: Affiliated Alternatives (System-5 sites + new GED)
Career Orientation: Career Focus
Date Opened: 1/95 (3 conversions), 9/97 (2 conversions)
Grades: 7-12
Enrollment: 334
Setting: ● Urban Suburb Rural
% Free or Reduced Lunch: 40%
Contact Name: Cal Stone, Coordinator of Alternative Programs
Telephone: (608) 266-6006

COMMENTS

This school is organized as a system with five sites currently operating under a single charter. All sites are alternative school conversions within the Madison School District. The Work & Learn Center has on site day care for infants of teen parents. The Work & Learn Center was initiated in 1977 based on an assumption that students needed to be more highly engaged in the learning process. The school served the juvenile diversion program (court referrals), and the county social service system. The school is a drop-out retrieval program offered in a small learning environment (60 students) with a sequence of courses and experiences leading to both a diploma and a job with career potential. It targets students in poverty. The program is very intense, and students are required to attend class 95% of the time or they must repeat the entire semester. Seventy percent of students graduate. The curriculum is organized around four themes: 1) human interaction/social skills; 2) consumer survival skills; 3) citizenship and law; and 4) identity. Instruction is context-based within each theme and directly linked to corresponding service learning and/or career related experiences. Students are gradually introduced to the world of work through a developmental sequence of placements, from sheltered/non-threatening work in day care centers to home construction to nursing homes to specific career explorations from which they select a placement which they may keep at graduation. The school has a strong alumni network dating back to 1977 who are now in managerial positions in small businesses in the area. There are no specific credit requirements for graduation. If the student makes it through the program they receive the diploma. Formal feedback is sought from students and employers twice per year. Students are rated on a 12 point scale with open ended interviews and observations with employers. Teachers use site visits to monitor student performance. School strives to learn more about dealing with alternative school students and is particularly active in working with students from families where work is not the rule.

Business Linked Charter School Profile

State: Wisconsin

City/Town: Deerfield

Name of School: Deerfield Alternative Charter School

Career Orientation: Career Informed .

Date Opened: 1986 (conversion to charter 1996)

Grades: 9-12

Enrollment: 15

Setting: Urban ● Suburb Rural

% Free or Reduced Lunch: N/A

Contact Name: Barb Noll

Telephone: (608) 764-5431

COMMENTS

The school was initiated as an alternative program by human service workers, educators, and school board members and converted to charter school status in 1996. The community business partners include line manufacturers, medical service, farming, and financial service businesses. The purpose of the school is to increase the number of students who experience success in school, graduate and develop the skills and knowledge needed for post secondary education, job placement and independent living. The school is located within a larger school context. Every student has an individualized instruction plan which is totally integrated and theme-based around each student's particular industry focus. Grant funds were used to assist teachers in developing the alternative curriculum. A University outreach program person also assisted. Students are required to have a work-study placement. The school uses general skill standards and academic competencies set by the state. A state-endorsed graduation test will be required in a few years. Most work-based job experiences are occasional and introductory in nature. However, depending upon student needs and interests, more highly structured internships can be arranged. The traditional school has apprenticeship opportunities which charter school students can access if they wish. Business is not involved in governance. The traditional STW coordinator in the regular school program offers services to the charter school. Members of the business community do, however, come to the school to talk about careers. Success is measured through a students portfolio which includes a multimedia presentation. Students also keep a journal about work-based experience and employers are surveyed. The school would like to establish linkages with businesses in Madison WI but transportation is a problem. Success is also measured by the continued willingness of business partners to take students for work based experiences.

Business Linked Charter School Profile

State: Wisconsin

City/Town: Stevens Point

Name of School: T.E.A.M.S. Charter School

Career Orientation: Career Informed

Date Opened: 1994 (conversion)

Grades: 10 & 11

Enrollment: < 100

Setting: ● Urban Suburb Rural

% Free or Reduced Lunch: N/A

Contact Name:

Telephone:

COMMENTS

T.E.A.M.S. is a school within a school located in the Stevens Point Area Senior High School. The school currently serves 10th and 11th graders. Students are taught regular courses and a career education course called "World of Work." An additional approach is based on adventure-based learning using ropes courses to develop trust, confidence, teamwork, etc. Each student is assigned an advisor that is in contact with parents and student on a regular basis. Portfolios are used to assess student performance. Other types of assessments include traditional and peer evaluation components. All students are involved with the planning of various activities including service learning projects and field trips. Group processes, smaller class sizes, and an emphasis on interpersonal communications are designed to give students enhanced opportunities for personal growth. The school is a full inclusion program servicing all disabilities. Current enrollment includes 20% + with disabilities.